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ABSTRACT

An evaluation was conducted of 37 Follow Through classrooms. From each of these classrooms, six students were randomly selected to be administered the Visual Sequencing Task, the Pictorial Self-Concept Scale, the Ladder (a self-concept measure), and the Pupil Attitude Survey. These pupils were also video taped for observation of their activities in the classroom. All of the pupils in the 37 classrooms were administered the Boehm Test of Basic Concepts. In addition, the parents of the pupils in the 37 classrooms were sent an opinionnaire concerning the Follow Through program. A teacher opinionnaire was distributed to professional staff members who had received Follow Through training. Parental responses revealed a very high level of support for the school program. The teachers were generally positive toward the program. The videotapes showed that children's activities were generally similar in both higher and lower implementation classes; the students spent the majority of their time by themselves rather than interacting with peer or a teacher. On the Boehm test, children in both types of classes performed equally well, which was also true on the Visual Sequencing Task. On the Ladder, children in both groups generally rated themselves positively on all eight personality dimensions considered. There were no significant differences between the groups on overall self-concept as measured by the Pictorial Self-Concept Scale. The Pupil Attitude Survey results suggest that students in higher implementation classrooms enjoy more creative activities, language arts, and play activities. (Author/DB)

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HARTFORD FOLLOW THROUGH REPORT I

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BEHAVIORAL SCIENCES CENTER
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HARTFORD FOLLOW THROUGH

REPORT I

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Hartford Follow Through Report I

-Abstract-

Thirty-seven Follow Through classrooms were selected for inclusion in the present study. From each of these classrooms six students were randomly selected to be administered the Visual Sequencing Task, the Pictorial Self-Concept Scale, the Ladder (a self-concept measure), and the Pupil Attitude Survey. These pupils were also video taped for observation of their activities in the classroom. All of the pupils in the thirty-seven classrooms were administered the Boehm Test of Basic Concepts. In addition, the parents of the pupils in thirty-seven classrooms were sent an opinionnaire concerning the Follow Through program. The classrooms were divided into higher and lower implementation groups based on the subjective rating of the Follow Through Staff. Comparisons to determine if a difference existed between classrooms rated in the higher and the lower implementation groups indicated that no major meaningful pupil differences existed between the groups. One may infer that the Follow Through training program was reasonably uniform in its effectiveness in preparing the teachers to work in the Follow Through learning environment.

A teacher opinionnaire was distributed to professional staff members who had received Follow Through training. Since the details for item selection and instrument administration were not approved until the summer, the administration of the opinionnaire and the

analysis of the results was not possible until the beginning of the 1972-73 school year. As a result, an analysis of the teacher opinionnaire was not concluded in the main report, but was distributed as an addendum.

Parental responses to the Parent Opinionnaire items revealed a very high level of support for the school program. Seventy-six to ninety percent of the parents polled agree or tend to agree that in the Follow Through program their child is making progress academically, socially, and in essential area of character development.

The videotape observations showed that children's activities were generally similar in both higher and lower implementation classrooms. The students spent the majority of their time by themselves rather than interacting with a peer or a teacher. Of the identifiable activities, using manipulative materials, writing, and watching something in the classroom were the most frequent activities.

The more traditional paper and pencil index of the cognitive domain (i.e. Boehm) indicated that children in the higher and lower implementation classrooms tend to perform equally well. Similarly, when using the non-verbal Visual Sequencing Task, the children in the higher and lower implementation classrooms tended to perform equally well. Of special interest on the non-verbal test was that the obtained scores tended to be higher than what is generally reported in the literature.

There were no significant differences between the higher and

lower implementation classrooms in the Ladder self-concept technique. In general, children in both groups rated themselves positively on all 8 personality dimensions considered. Also, no significant differences between the higher and lower implementation classrooms not between ethnic groups were found on overall self-concept as measured by the Pictorial Self-Concept Scale (PSC). In considering only those items of the PSC which assessed the feeling of children toward their present school situation, the white children in both higher and lower implementation classrooms scored higher than the Black or Puerto Rican children. This might reflect (1) the cultural bias of the PSC or (2) the more positive feelings of white children in general toward their present school setting.

Results from the PAS suggest that students in higher implementation classrooms enjoy more creative activities (art, music and drama) language arts and play activities. Students from the lower implementation classrooms report that they enjoy more exploratory activities. Both activities are positively valued by the Follow Through program. In all classrooms studies, most students think they do well, and feel their teachers know them well. One finding from the pupil interviews may be in the frequency that children report their parent comes to school. If one of the goals of Follow Through is to familiarize parents with the program by school visitation, then this goal has not been achieved. Since parents more frequently visit higher implementation classrooms, project staff will have to assess the implications of this tendency. Will these visitation differences make differences in

children's cognitive and affective development in school? Will these visitation differences produce differences in parental support of the program? If these questions are important, then further inquiries into these areas are suggested.

The results of the teacher opinionnaire were generally positive toward the Follow Through program. On the three questions asking for an evaluation of student benefits derived specifically from the Follow Through program, there was strong support for the program. The open school concept was consistently rated beneficial by the majority of the teachers.

One question should be noted because of its extremely one sided rating by the teachers and its relationship to the Follow Through philosophy. Here approximately ninety-seven percent of the teachers agreed to some extent (58% strongly agreed) with the statement "Learning how to learn is more important than learning facts these days." Such a belief is consistent with the Follow Through philosophy and is a strong statement of support from the teachers.

The Follow Through assessment would serve the Hartford School system as a pilot study for the development of a data base for decision making. The existence of data reflecting the performance or values of the pupils is necessary for rational decision making by the school administration. Even though the primary interest by administrators may be in evaluating special programs it is also important to monitor existing programs to determine the degree to which the school's educational objectives are being met.

The present study would have been more useful for decision making if operational objectives had been specific and if the time scale for measurable changes in the pupils had been specified. Again, the objectives over time should be specified for all programs, not just a new or special program. Although parents and educators have a tendency to accept a program if the process of teaching and the content of the classes is familiar, the progress of the pupils must be assessed and compared with the schools objectives for the class if decisions are to be made on a rational basis with pupil benefits as the criteria.

The existence of measurable objectives is a necessary first step for rational decision making but is not all that is needed. Data should be collected over time to determine how reasonable the school objectives are and to determine if the school is moving toward or away from the objectives. Such longitudinal data allows evaluation of new programs by the analysis of trends over time.

The present Follow Through assessment indicated that the program is positively received by the parents. The scores of the students in classrooms and the responses of the students to the interview provided no reason for dissatisfaction with the Follow Through program. The absence of a comparison group or longitudinal data on the objectives of Hartford's elementary education program prevented any conclusions as to the Follow Through program being better or worse than any other program.

The Abstract was prepared by: Dr. Earl F. Hughes, Nova University
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DESCRIPTION OF THE HARTFORD FOLLOW THROUGH PROGRAM

The foundations for Follow Through in Hartford are in many ways similar to those which underlie the nationally-sponsored Follow Through program. The basic idea for Follow Through, both in Hartford and at the national level, stemmed from the negative longitudinal results which were emerging from various studies of Project Head Start. These studies essentially showed that children from low-income families tended to lose the gains which they had made in the pre-school Head Start program once they were enrolled in a regular and more traditional school setting (Weber, 1971). Thus it seemed logical that a follow through program was needed to change the traditional school so that the purported Head Start benefits would continue to occur.

In consequence of this need, the National Follow Through program was initiated. During 1970-1971 alone, some 60,000 disadvantaged youngsters in the 50 United States, the District of Columbia, and Puerto Rico were enrolled in a number of federally-financed programs. In these programs, and through the use of some $70 million dollars in U.S.O.E.-administered funds, disadvantaged students were provided with special approaches to instruction and with those all important supportive elements of medical, dental, nutritional, psychological, and social assistance as well (American Education, October 1970).

As a direct result of the Federal Follow Through Program, many communities began to develop their own unique approaches to early childhood education. In Hartford, for example, the case for a new approach to early childhood learning was conceptualized by Director of Elementary Education, Joseph D. Randazzo.

Named after the federal program, Hartford's Follow Through was launched in September of 1968 at the Rawson School in an open classroom setting. While funds were extremely limited, a dedicated staff under the joint leadership of Miss Joan Gelormino and Mr. Randazzo, began to build and operate what was for Hartford a unique kind of learning environment. This environment, which has been described as being both "invitational and responsive", incorporated not only the insights gained from Hartford's previous experiences with Head Start, but also a number of other unique features developed from diverse settings such as the British Infant and Montessori schools. From these meager beginnings and with only fifteen children in the program, Hartford's Follow Through program was carefully and systematically expanded on a year-by-year basis to include all kindergarten, first grade, and second grade classrooms in the city. The program currently involves over 7,000 students.

In Hartford, Follow Through classrooms are visibly different from traditional classroom settings. In many ways, they are similar to the open classrooms which have been established in other divergent localities such as, New York City (Tober, 1969) and North Dakota (Perrone, 1971). While the name "Follow Through" might be associated with the national program, in Hartford this is misleading; here the program and its funding are uniquely Hartford's own.

Hollingshed, (1971), in describing the principles of these differences between the open versus the traditional classroom, reported that:

1) The room itself is decentralized: an open, flexible space divided into functional areas, rather than one fixed, homogeneous unit.

2) The children are free for much of the time to explore this room, individually or in groups, and to choose their own activities.

3) The environment is rich in learning resourses, including plenty of concrete materials, as well as books and other media.

4) The teacher and her aides work most of the time with individual children or two or three, hardly ever presenting the same material to the class as a whole.

Patterson (1972) describes how the open classroom reflects the spirit of open education:

> Open education is an individualized, child-centered approach to education in which the emphasis is placed upon the child learning rather than the teachers teaching...the classroom is like a functional workshop wherein work or play takes place in various resourse centers. These centers are learning areas "structured" or designed by the teachers either within the room or outside the room in corridors or in the school yard. Teachers are facilitators of learning and the emphasis is on process rather than product, on learning how to learn and maintaining the desire to learn. [pp. 5-6].

The open classroom is Hartford's way of transforming what were traditional classrooms into inviting, responsive environments. The goals of this transformation are designed not only to teach the basic skills which are necessary for a creative and productive existence, but also to provide an environment through which children develop positive attitudes about school, learning and life itself. What these cognitive and affective goals entail can best be described in the Hartford Follow Through objectives. These objectives, written for youngsters and for teachers alike, are reported in Appendix J.

DESCRIPTION OF TEACHER TRAINING

Transforming Hartford's traditional elementary classrooms into open classrooms was not an instananeous accomplishment; rather it required, and was based upon a massive training program for teachers. A system-wide training program was indicated since experienced teachers needed retraining and beginning teachers required intensive training in Follow Through techniques. To accomplish these objectives a Hartford Follow Through training staff was developed. Working directly under the leadership of Mr. Randazzo, this staff established a Resource Training Center at the old Chauncy Harris Annex of the Kinsella School. In this center, most of the major training and retraining of Hartford Follow Through teachers occurs.

To carry out the training program, a series of intensive three-week workshops are scheduled throughout the school year and the summer at the center. Here, groups of teachers and their para-professionals are released from teaching assignments and taught to operate as a team. During this training, teams participate in a highly individualized series of workshop activities. Each trainee is required to develop and complete her own contract which involves activities in a number of interest areas: language, math, science, social studies, cardboard carpentry, audio-visual, music and movement, and creative arts. In addition, team members also explore activities which include the development of plans for open classroom organization and management, individualized learning, record keeping, child-centered discipline, and pupil evaluation. Since one cannot logically expect teachers to individualize if they have only received their instruction in a didactic teacher-centered

manner, all of the training activities are completed by participants in an individualized or self-directed manner.

A number of incentives were built into the overall training model. Upon completion of the three-week workshop, each newly trained teacher para-professional team returns to the classroom with approximately $900.00 worth of instructional materials. These materials have been especially selected for the use in the open classrooms of Follow Through and have been explored in depth during the training period. To follow-up the training, thirteen resource teachers are available to reinforce training efforts, to assist teams in dealing with specific problems, and to conduct further school centered training sessions. Thus, Follow Through training does not simply end with the close of a three-week workshop; rather, it continues into the day-by-day activities of Follow Through in a continuing attempt to meet the special needs of youngsters.

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OBJECTIVES OF THE STUDY

The Hartford Follow Through research team identified three major areas of pupil growth for assessment: cognitive (the development of knowledge, skills and understandings), affective (the development of positive attitudes and self-concept), and behavioral (development of positive, overt classroom behavior).

Specifically, the research team, following consultation with the Follow Through staff identified these objectives for the evaluation:

1. To measure student understandings in the major subject areas of reading and mathematics;
2. To measure student cognitive development in the following skill areas: spatial relationships, time relationships, quantity and miscellaneous constructs;
3. To measure the level of pupil self-concepts;
4. To assess pupil attitudes toward school and others in school;
5. To identify and assess overt student behaviors in Follow Through classrooms;
6. To assess student abilities to visually communicate in a task situation;
7. To assess parent opinions about the Follow Through program and its effects on their children;
8. To examine teacher opinions about the effects of the Follow Through program.

All of the above objectives were taken into account by the research team in selecting standardized instruments or in designing new instruments. Hence, the reader is urged to keep the above objectives in mind when reading the next section, Selection of Instruments.

SELECTION OF INSTRUMENTS

Rationale for the Pupil Attitude Survey (PAS)

Attitudes of children can be considered as one affective aspect which should be enhanced by the schools. Here, many early childhood programs emphasize the development of positive attitudes of children toward themselves, toward the school environment, and toward learning. Randazzo (1970) describes how the Hartford Follow Through classrooms implement affective goals:

> The physical environment becomes an affective, responsive environment when it is placed in contact with the child and the teacher, who in turn imbue that environment with more and more affective qualities--as an unending and regenerative process. It is a planned environment, responsive to the basic needs of children and invitational in nature that will produce, at a young age, children who are responsible but inventive, committed but flexible, curious but resourceful, and above all, human beings imbued with concern and judgment. With these qualities, and with adult understandings and guidance, a curriculum for children will emerge from the children themselves. The main goal of a learning environment for the 3-6 year old is to provide children with those experiences necessary to the achievement of the above qualities along with the functional tools (basic skills) of learning. [pp. 29-30].

The instrument which was chosen to measure children's attitudes toward their learning environment had to meet two criteria: (1) the instrument had to consist of items which could assess children's attitudes toward their class and its activities, toward their perception of success in this environment, and toward others in the class with whom they were interacting; and (2) the instrument had to be easily administered by interviewers, preferably in a one-to-one situation. The Pupil Attitude Survey (PAS) met both of these criteria.

Description of the Pupil Attitude Survey (PAS)

The attitudes of students toward school and the school program were assessed by the Pupil Attitude Survey (PAS). This instrument, which was originally designed by Silverstein and Wood for use in Merrick, Long Island was modified somewhat to fit the needs of the Hartford Study. Since the PAS was originally developed for use with first graders, modifications had to be suitable for administration to both first and second graders in Hartford. In its final version, the PAS assessed pupil attitudes toward their classes, classmates, teachers and school work. The PAS was standardized, both in English and in Spanish. The English version is included in Appendix A.

Rationale for the Parent Opinionnaire (PO)

An important variable in determining the overall success or failure of compensatory educational programs is parental support for the program. Innovative educational practices are particularly sensitive to the presence or absence of this support. In addition, programs which emphasize the development of the affective domain must do so in relationship to and in cooperation with the child's home environment. Thus, it was appropriate in the development of a descriptive evaluation of the Hartford Follow Through program to gather and analyze parental opinions about the project. A Parent Opinionnaire (PO) was developed and field-tested for this specific purpose.

Description of the Parent Opinionnaire (PO)

The PO was designed to examine three areas of parental opinion. First, it would briefly measure the extent of parental knowledge about the program. Second, it would assess the parent's feelings about his child's academic growth in the three basic areas. And finally, it provided information regarding the parent's feelings about selected areas of his child's personal development within the Follow Through program. The PO consisted of 11 Likert-type statements, four items to assess the perceived degree of parent involvement, and two open-ended questions. It was intentionally kept concise. Both English and Spanish versions of the PO were developed. The English version is included in Appendix B.

Rationale for the Pictorial Self-Concept Scale (PSC)

How a child feels about himself is related to the amount of success he experiences in various academic and social situations (Glaser, 1968). How one feels about oneself is commonly referred to as self-image or self-concept and has been considered by many authors as being the nucleus of personality. Accordingly, an important concern of the Follow Through program is the development and nurturance of positive self-concepts in children (Randazzo, 1970).

To measure self-concept, the instrument selected had to meet the following requirements:

1. The stimulus materials had to be of sufficient quantity to elicit a large number of responses from each child.
2. The stimulus materials had to appeal to children in order to hold their interest.
3. The stimulus content had to be unoffensive to children, teachers, and parents (American Psychological Association, 1965).

4. The task had to be simple and clear, with materials, instructions, and response requirements such that even children of limited ability could handle them.

5. The administration and scoring of responses had to be simple, clear and unambiguous so that response variability could not be attributed either to the administration or to scoring factors.

6. Finally, the instrument selected had to be one such that non-professional personnel could easily and quickly be trained in the clerical aspects of testing.

The Pictorial Self-Concept Scale (PSC), an objective, non-verbal test of self-concept, was selected since it was judged to fulfill these criteria. The PSC was individually administered to the sample of first and second grade children.

Description of the Pictorial Self-Concept Scale (PSC)

The Pictorial Self-Concept Scale (PSC) consisted of 50 cartoon-like pictures developed to reflect Jersild's (1952) categories of self-concept which were based on children's statements regarding what they liked and disliked about themselves. Jersild grouped these statements to form the following categories pertaining to self-concept: (a) physical characteristics and appearance; (b) clothing and grooming; (c) health and physical soundness; (d) home and family; (e) enjoyment of recreation; (f) ability in sports and play; (g) ability in school, attitudes toward school, etc.; and (h) personality and emotional tendencies.

In developing this instrument, a panel of eight psychologists ranked the PSC pictures reflecting the above categories from 1 to 50 on a continuum ranging from positive to negative self-concept. The mean ranking of the eight judges was assigned to each card to determine its weighted value. This procedure produced an inverse relationship

between card value and self-concept. Specifically, cards receiving small weighted values (i.e. ranking high of the continuum) depicted situations reflecting positive self-concepts; while cards receiving large weighted values (i.e., ranking low on the continuum) depicted situations reflecting negative self-concepts (Bolea, Felker & Barnes, 1971).

On each of the 50 PSC cards is a central figure designated by a star on the shirt or dress. Separate sets, each consisting of 50 cards , were used with boys and girls. A set on which the central figure was male was used with boys, and a set on which the central figure is female was used with girls. Illustrations of the figures on the PSC cards used in this study were modified slightly from those developed by Bolea, et al. in order to provide for the ethnic anonymity of the figures. Examination copies of the PSC are available at the Hartford Research Office.

During the administration of the PSC, the child was directed to sort the cards into three piles according to whether the central figure was "Like Me", "Sometimes Like Me", or "Not Like Me" at all; a sorting procedure which required almost 10 minutes per child. Examiner directions for administration of the PSC individually were standardized both in English and Spanish, (See Appendix C).

The PSC was scored by the research team. The average weighted value of the selected "Like Me" items was subtracted from the average weighted value of the selected "Not Like Me" items to obtain a total PSC score for each student. Thus, more positive self-concepts are represented by higher PSC scores.

In addition to the foregoing procedures, six of the 50 cards which depicted school situations were selectively considered to be a measure of the child's perception of himself in relation to his school

situation. (PSC cards #14, 15, 16, 17, 46 & 47). Using these six items alone, the average weighted value of the selected "Like Me" items was subtracted from the average weighted value of the "Not Like Me" items to obtain an average School-Related Score for each student. Again, the higher the average weighted value of the PSC School Related Score, the more positive the feeling of the student toward his present school setting.

Rationale and Description of the Ladder Self-Concept Technique (LADDER)

The criteria enumerated as the rationale for the PSC are also applicable to the Ladder Self-Concept Technique (Ladder). With these criteria in mind, the Ladder was devised as a simple instrument designed to assess the feelings of first and second graders on dimensions considered important in children's self-concept.

The Ladder was composed of eight bi-polar personality dimensions on which children rated themselves on a five point scale in the form of a vertical ladder. These eight dimensions, representative of the concerns of latency age children, are as follows:

1. Seeing oneself as happy vs. unhappy.
2. Seeing oneself as intellectually gifted vs. lacking in such capacities.
3. Considering oneself liked by peers vs. unpopular.
4. Conceiving of oneself as physically attractive vs. unattractive.
5. Considering oneself physically strong vs. physically weak.
6. Seeing oneself as obedient vs. disobedient.
7. Seeing oneself as curious vs. non-curious.
8. Seeing oneself as independent vs. non-independent.

Each personality dimension is represented by five spaces vertically

arranged in the form of a ladder, representing the five point rating scale. Next to the top and bottom spaces are stick figures. The examiner tells a story about the two stick figures which depict the bi-polar aspects of the dimension of concern. The child is asked to make a mark in the space of the ladder that indicated how he sees himself on a particular dimension in relation to the stick figures.

The Ladder was administered separately to the males and females in the sample. Directions for administration were standardized in both English and Spanish. The instrument directions are included in Appendix D.

Rationale for the Videotape Observation Procedure and Coding Instrument

One of the principal advantages of the use of videotape as an observational medium is that it can provide a permanent record of the events which are observed. In addition, videotape recordings make it possible to study the classroom behaviors of children without a prior knowledge of facts which might otherwise cause unintentional bias of the part of the observer. Finally, and perhaps more importantly, videotaping provides objective evidence of how a child actually behaves on a first hand rather than a post hoc basis.

The behaviors of children in the classroom are frequently the result of various kinds of interactions; with other youngsters, with the teacher, and with groups in the classroom as a whole. In order to provide a record of these various kinds of behavior, plans were originally made to individually videotape the sample of youngsters in the 36 classrooms, and to supplement this with a wide angle picture of the total interactional process. Because it was desired to maintain teacher anonymity at the expense of much valuable data, the use of a

wide angle lens and the inclusion of the teacher in the taping was eliminated from the data collection effort.

A DESCRIPTION OF THE VIDEOTAPE CODING INSTRUMENT

For the videotape analysis, each observation of a child's activities was represented by a two character code: a numeral for the learning situation and a letter for the observed behavior. A total of 80 different activities or situation-behavior combinations were possible.

To determine the learning situation, it was noted when the child appeared to functioning (1) by himself; (2) with peers without adult supervision; (3) with an adult without peers; and (4) with both peers and an adult.

Only behaviors which could be operationally defined were included in the videotape observation code, which contained 20 mutually exclusive behavioral categories, each represented by a specific letter of the alphabet. (See Appendix E.)

Ten observations were made per minute. Timing was determined by an electronic device which controlled a small light. Behaviors were viewed when the light was off (4 seconds) and coded when the light was on (2 seconds).

Despite the large number of situation-behavior combinations, interobserver reliability of .85 to .90 was obtained. Reliability was based on the percentages of "hits" (or observer agreements) to the total number of observations.

Rationale for the Boehm Test of Basic Concepts (BTBC)

Children enter school with a variety of experiential backgrounds and with variations both in kinds and in levels of cognitive development. A major component of cognitive development is concept formation.

In view of these differences in cognitive development, it is fallacious to assume that all children have mastered the basic concepts necessary for understanding and following directions associated with classroom activities by the time they enter school. Research has shown that the pupils who start school without these concepts tend to stay behind, with the gap between good and poor achievers widening over time (Boehm, 1967; Coleman, 1966). Because the effects of beginning pupils' deficiencies may be cumulative, attention is increasingly being devoted to the detection of initial lags in concept development-lags that may be traceable in many cases to preschool deprivation in learning experiences.

It is within this context that the Boehm Test of Basic Concepts was selected to assess concept development at the first and second grade levels. With this instrument the overall level of specific concept mastery and competency could be obtained from children in the Follow Through classrooms.

Description of the Boehm Test of Basic Concepts (BTBC)

The Boehm Test of Basic Concepts (BTBC) is a pictorial multiple choice test which was designed to measure children's mastery of concepts in kindergarten, first and second grades. The 50 "basic concepts" used

in the BTBC are divided into four main categories: S (space-location, direction, orientation, dimensions - 23 items); Q (quantity and number-18 items); T (time - 4 items); and M (miscellaneous - 5 items). Specialized personnel are not required for test administration. Total testing time is approximately 35 minutes. Tables of percent of students passing each item are presented for grade and socio-economic level at the beginning and middle of each year. Reliability coefficients (Spearman Brown, corrected split-half reliabilities) range from .68 to .90. Content validity, the only validity reported, is presented in general terms. Items were selected from "relevant curriculum materials" currently used in kindergarten, first and second grades.

RATIONALE AND DESCRIPTION OF THE METROPOLITAN ACHIEVEMENT TEST

The Metropolitan Achievement Tests (1970 Edition) are a coordinated series of measures of achievement in skill and content areas based on typical school curricula. The test developers have chosen what they think are the most important areas. Since the decision regarding what constitutes important curriculum areas is made by surveying schools and learning materials, the content of the Metropolitan Achievement Test (MAT) reflects some current educational objectives and some past curriculum emphases. Either the Primary I or Primary II MAT Battery was administered to the second grade students in the Hartford School system. The level of MAT to be administered to each student was determined by the teacher. The subtest scores available to the research team were:

1. Word Knowledge - which presents a sample of words presented in a word - picture association format.
2. Word Analysis - which measures decoding skills.

3. Reading - which assesses the pupil's ability to comprehend sentences and paragraphs.

4. Arithmetic Computation - a computational exercise covering addition and subtraction skills or Arithmetic Concepts - which includes writing numerals and answering place value and deductive reasoning problems.

While the Metropolitan Achievement Test is administered routinely each year to the students in the Hartford School System, this was the first time that the 1970 edition was utilized. Because these data are collected yearly, no special data collecting procedures were needed.

Rationale for the Visual Sequencing Task (VST)

In attempting to portray the cognitive development of young children, and particularly those having diverse cultural backgrounds, it is advantageous to utilize instruments that minimize verbal communications. It has been demonstrated that structural characteristics of visual statements (i.e. time taken to make the statements, number of statements made, number of photos not used mean length of the statements, and standard deviation of the lengths of the statements) are related to indices of general academic prerequisite abilities and to reading potential (Clement, 1972). To this end, the Visual Sequencing Task (VST) was used in this study. The VST is designed to allow the child to make visual statements using a series of photographs that have been developed by Eastman Kodak.

The VST has been used in various school systems and in special projects, such as the Visual Literacy Project for Migrant Youth in the Sodus School System, New York (Fransecky, 1969: Parker, 1969).

Description of the Visual Sequencing Task (VST)

The commercial name of the photographs developed by Kodak is the Photo Discovery Set. Of the four Photo Discovery Sets available, Photo Discovery Set 2, referred to as the VST, was used in this study. The VST consists of a series of twenty-six black and white photographs covering subjects which include children fishing, children riding bicycles, a child blowing up balloons, a child watching television, and other similar activities.

Photo ID numbers were written on the back of each VST photo in order to facilitate data recording. Interviewers recorded children's stories by writing each photo ID number in the sequence selected on a response sheet. The format of the response sheet was such that it was possible to determine the order in which the stories were created, the order of photos within each story, and the photos that were not used.

RESEARCH DESIGN AND SAMPLE

The research design employed in the Hartford Follow Through evaluation called for a one way classification of first and second grade classrooms within the school system. The classification was based upon higher and lower degrees of implementation of the objectives of the Follow Through program and allowed comparisons between these groups. Thus, a stratified sampling procedure was indicated.

All first and second grade classrooms were rank ordered according to the degree of implementation of the Follow Through objectives by the Follow Through Staff in Hartford. The sample population used in this study was then randomly selected from the upper one-third and the lower one-third classrooms on the rank ordered list of classrooms. The design called for a total of 36 classrooms with eighteen in the higher implementation group and eighteen in the lower implementation group. In order to balance grade effects, nine first and nine second grade classrooms were to be chosen for each group. Although the design did not include an analysis of teacher performances and precautions were taken to guarantee teacher anonymity, the teachers of some classrooms which had been randomly selected for inclusion in the sample population chose not to participate in the study. As a result of these adjustments, data was eventually collected on 21 higher implementation classrooms (10 first grade and 11 second grade) and 16 lower implementation classrooms (8 first grade and 8 second grade).

The selection of students for the study was determined by video-taping procedures. A series of matrix options for taping was produced (See Appendix F). The series consisted of 14 classroom diagrams.

Each diagram was divided into six regions. From the 14 diagrams, a particular matrix was assigned randomly to each target classroom. Two students were then selected by the videotape technician from each of the four regions specified on the appropriate matrix. Demographic data was collected on each student thus selected. These students became the basic sample population for individual testing within each sample classroom. Videotape technicians were trained by the Audio Visual Department of the Hartford Board of Education according to instructions from the research team.

Two consultants from the research team spent three days each in Hartford training para-professionals selected by the Hartford Personnel Office in an attempt to standardize testing procedures and gathering first hand information about the Follow-Through classrooms. Both members of the research team worked closely with Mr. Robert Nearine, Hartford Supervisor of Evaluation, in finalizing the research design. Coordination of all data collection was supervised by Mr. Nearine and the Hartford Evaluation Office.

CONSTRAINTS ON DESIGN

Interpretations of this report should be made in light of certain design limitations. These limitations seem to fall into two general categories. The first category is systemic and consists of those constraints inherent in the timing of the evaluation itself. These include: 1) lack of adequate baseline data dating back to the beginning of the project, 2) lack of control groups within the school system or geographical area which have not been subject to the Follow Through Treatment or some other program, 3) lack of availability of adequate teacher data and 4) scarcity of "good" instruments for measuring Follow Through objectives among elementary school children.

The lack of adequate baseline data)cognitive, affective, and behavioral) prevented the execution of meaningful longitudinal comparisons designed to objectively answer a question such as "Is the present program doing a better job of educating first and second grade school children than Hartford's previous program?" Parenthetically, the present study can help fill this gap in longitudinal research since this study provides some baseline data for future studies. The unavailability of classrooms within the Hartford system whose teachers have not been involved in Follow Through training ruled out meaningful comparisons within the system. Thus, the question , "Is Follow Through better than some other educational program in Hartford?" cannot be answered.

The inaccessibility of relevant teacher data poses a problem for anyone attempting to evaluate the effects of an educational program which primarily depends on teacher training and teacher execution of program objectives. The present research team was not able to examine teacher behavior performances and classroom organization. For future

evaluations, such measures should be developed with the cooperation of teacher representatives. Such information is crucial to a more thorough program evaluation procedure.

Finally, a careful search of available educational testing materials revealed a paucity of instruments of proven validity and reliability for use with multi-racial, multi-lingual urban school children. This is especially true in the affective domain which is particularly stressed in the Follow Through program.

The second category of constraints concerns more specifically the implementation of the specific research design chosen. Some of the constraints were as follows. First, no specific written information has been available on the Follow Through teacher training procedures and specific objectives of the training program. Thus, it is not known whether or not the teacher training program upon which the whole program is based was or was not successful. This tends to confound the already difficult question of whether or not the Follow Through program is making a difference. Second, missing data was prevalent. The absence of test results on individual children and even some classrooms as a whole has made anticipated analyses inappropriate. Third, time constraints were also present; this limitation made optimum training experience and supervision for videotaping and testing personnel impossible. Classroom data gathering especially in the lower elementary levels, is an art and skill which requires great patience, flexibility, and experience--qualities not uniformly available for occasional evaluations. Fourth, testing at the end of the academic year posed a mini-max dilemma. How can one maximize the amount of time for possible evaluation activities while minimizing the effects of the inevitable disruptions which occur

as summer vacation nears? Both sets of limitations should be considered as this report is examined.

DATA COLLECTION PROCEDURES

For Hartford, the commitment to evaluate Follow Through represented what was essentially a system-wide collection of data related to the program.

Once the overall evaluation design was established, data collection requirements were then translated into one comprehensive plan, based on three specific considerations. First and foremost, all data had to be collected in such a way that teacher anonymity would be respected. This was particularly important since the evaluation was designed not to look at individual teachers, but rather to look at the total Follow Through program and how it was functioning in Hartford.

Second, program information had to collected as systematically and as objectively as possible, despite the fact that only a limited amount of time and staff could be committed to the study. Finally, data had to be gathered with a minimum of disruption. That these requirements could be met remains a tribute to the teachers and the youngsters in the Follow Through program. For their efforts in behalf of this evaluation, accolades remain in order.

In terms of the actual collection procedures, another requisite was in order. This was the requirement that a majority of the evaluative data should be collected by Board of Education personnel and by interviewers who were hired and trained for that purpose. This, of course, was another guarantee which was designed to increase the objectivity of the data collection while at the same time limiti g the additional clerical requirements which might be placed upon the teacher.

The collection plan which was finally developed was made up of a system of interlocking activities. The key to this system was the video-

taping of a random selection of six youngsters from each of the thirty-six sample classrooms, subsequent collection activities were dependent on, and scheduled around, this one vital activity.

To gather the videotape data, two trained technicians were scheduled to visit each of the sample classrooms. Upon arrival they were instructed to set up their cameras, and working with the teacher, help the youngsters become accustomed to the presence of a stranger and his equipment in the classroom. Once it appeared that the youngsters had settled down to their usual level of activity, the technician was free to begin taping. On the basis of a randomly assigned grid matrix, the technician selected six youngsters for videotaping. This selection was not based upon the identification of any one group of students, but instead was based upon their physical location in the classroom as this conformed to the grid assignment.

As taping got under way, the technician followed a number of procedural specifications. First, he was to focus the camera on one of the six youngsters in the sample. So far as was possible, he was to continue taping for a full five minute period. At the end of the five minutes, the technician then switched his camera to a second individual in the same grid location, and followed this procedure at subsequent five minute periods until all of the six youngsters in the designated area had been observed.

The technicians were instructed to turn off the audio control while videotaping, since sound was not included.

At the conclusion of the total videotaping sequence classroom teachers were asked to identify each youngster who had been video taped in the sample. Based on this identification, the scheduling of subsequent group and individual interviews and the collection of various demographic

data would then be scheduled.

As has been noted, the vast majority of the data collection plan was based on a "piggyback" series of schedules, each of which followed the videotaping in a logical sequential manner. Immediately following the return of the videotape to the Hartford Board office, the same classroom teacher was notified that a group interviewer would visit her classroom. However, because of the many vicissitudes inherent both in the mail system, and in leaving messages, the interviewer occasionally preceded notification. Despite these logistical problems, arrangements were usually made with the teacher so that interviews with the youngsters who had been videotaped could proceed on an individual basis. At that time Pupil Attitude Survey, Pictorial Self-Concept Scale, and Visual Sequencing Task were administerd.

Several days later, the interviewers were scheduled to revisit and administer the Ladder and the Boehm to all youngsters in the total classroom.

To gather achievement data, two instruments were used throughout the Hartford system. At the second grade level the reading and arithmetic portions of the 1970 edition of the Metropolitan Achievement Tests were administered as part of a city-wide Spring testing. While the procedures used were typical of previous test administrations, two modifications were added. First, evaluation office personnel, rather than teachers assumed responsibility for the administration of the tests and for test scoring.

Second, a series of training materials were prepared by the elementary instructional office and distributed to all the second grade teachers prior to the actual MAT testing. This was done to familiarize youngsters with the test conditions. While the pros and cons of these particular procedures can be debated, they were of no consequence to the

present study, since the investigation was concerned solely with internal comparisons and not national norms.

In addition to the MAT administration, the Botel test was also given to all youngsters at the first and second grade levels. This was administered and scored by the teachers, in conformity with instructions which had been prepared by the Hartford Reading Department. All Botels were rescored by the evaluation office so as to insure conformity with but one scoring criterion. A number of serious criticisms were voiced about the use of the Botel test and the testing procedures. Not only was the instrument administered at an inappropriate point in time, but a large number of teachers also reported that the instructions, the content of the instrument itself, and the overall applicability of the Botel to the Follow Through program was highly questionable. In more than one instance objections were based on the contention that since the Botel was oriented toward a basal reading program, it could not adequately measure the Muriel Dwyer communications arts approach to reading. Therefore the Botel data was not analyzed for this report.

The final data collection element which was accomplished during the Spring of the school year was the administration of a Parent Opinionnaire which was distributed to all youngsters in the sample classrooms. Upon completion by parents and their return to the classroom, questionnaires were consolidated and these returned to the evaluation office for tabulation.

STATISTICAL INSTRUMENTS

Many of the statistical methods used in the present report - such as frequency distributions in the form of histograms, percentages, and means (arithmetic averages) - are quite common and do not warrant special elaboration.

There are, however, other statistical methods that are somewhat less common - analysis of variance, cross tabulation, discriminant function analysis, and chi square (χ^2). This section is included to give a brief introductory description of these four techniques and is largely non mathematical in nature.

ANALYSIS OF VARIANCE

When two or more groups are to be compared on a measure of interest to the investigator, a common mode of analysis is the analysis of variance (Edwards, 1962). Basically, the analysis of variance first establishes a ratio between the average dispersion of scores between the groups of interest (e.g. schools) and the average dispersion of scores within the groups of interest (called the F-ratio). The dispersion of scores within the groups is due primarily to the differences in the subjects' (i.e. students) performances within each group. The dispersion of scores between groups reflects not only individual differences but also differences due to group membership (i.e. treatment effects).

The probability of getting the obtained F-ratio is then calculated. If the probability is low (e.g. less than 5%) then it can be concluded that the obtained differences in scores is due primarily to significant differences between the groups of interest. Conversely, if the obtained

probability is high (e.g. higher than 5%) then it can be concluded that no significant differences exist between the groups.

DISCRIMINANT FUNCTION ANALYSIS

In the situation where there are one or more measures on two or more groups, discriminant function analysis can be used to determine differences between the groups on the measures of interest to the investigator (Cooley & Lohnes, 1971). The result of this analysis is an F-ratio. Associated with the F-ratio is a probability value. If the probability value is very low (e.g. less than 5%) then it can be concluded that there is a statistically signigicant difference between the groups based on the measures of interest. On the other hand, if the resultant probability value is high (e.g. greater than 5%) it can be concluded that no statistically significant differences occur between the groups.

In addition to the F-ratio previously described, which is based on a combination of the measures of interest (variables), the discriminant function analysis also produces what are called "univariate" F tests.

These univariate tests are simply F-ratios based on each separate variable rather than a combination of variables. Probability values with the same interpretation as previously described, are calculated for each F-ratio. Therefore, the "univariate F tests" make it possible to determine which variables, out of all the variables of interest, significantly differentiate the groups.

OMEGA SQUARE (ω^2)

Statistically it has been shown that the probabilities of the univariate F-ratios and of the overall F-ratio are affected by the size

of the sample. The relationship between sample size and probability is such that the larger the sample the lower the probability will be, independent of the actual relationship between variables and groups. In order to negate this characteristic, a statistic called Omega Square (ω^2) is sometimes reported.

ω^2 represents the amount of dispersion of scores that is not common between groups. Thus a large ω^2 would indicate a high degree of difference between the groups, while a small ω^2 would indicate a high relationship between the groups. The ω^2 is not influenced by sample size, and thus aids in the interpretation of relationships found by the various F-ratios calculated by discriminant function analysis.

CHI SQUARE (χ^2)

In situations where the data are response frequencies, χ^2 is commonly used to determine if the differences in observed frequencies between groups of interest are statistically significant (Edwards, 1962).

Essentially, χ^2 first establishes what are called "theoretical (or expected) frequencies". These are frequencies of occurance that one would expect if there were no differences between the groups of interest. χ^2 then compares these theoretical frequencies with the frequencies that actually occured within the data (or "observed frequencies"). After calculating the differences between the theoretical frequencies and the observed frequencies, χ^2 then establishes the probabilities of these differences. If the probabilities are very low (e.g. less than 5%) then it may be concluded that the differences in response frequencies between the groups of interest are not primarily due to chance factors. That is, that the differences

are due primarily to differences in the characteristics of the groups. A probability value that is high (e.g. greater than 5%) would indicate that whatever differences were found were due primarily to chance factors and not to differences between the groups.

CROSS-TABULATIONS

A cross-tabulation is a numerical tabular presentation of data; often in frequency or percentage form, in which the variables of interest are juxtaposed in order to facilitate the study of relationships between them. Cross-tabulations provide a relatively simple, convenient and readily interpretable form of analysis for survey data. Since the reader's own interests may generate questions and interpretations of parental opinions beyond those specified in this report, a brief introduction of the reading of cross-tabulation tables is presented.

For each of the first eleven statements in the Parent Opinionnaire results, the columns represent an agree-disagree continuum as indicated (see Table 1, on page 34). For example, column one contains frequencies of responses and percentages for those respondents who disagree with the item statement, column two represents those who tend to disagree, etc. The last column marked "TOTALS" reports the total number of responses in each group (category) and the percentage of the total number of respondents each group contains.

For example, on the first statement, "I feel that my child's learning self-discipline in the classroom" among English speaking parents of children in the lower implementation classrooms, 10 persons disagree with the statement, 6 tend to disagree, 13 were undecided, etc. The "% Row" shows the percentage of the total number of persons in each major grouping who responded in a given manner. For example, on the first statement, the 10 people who disagree with the statement are 8.3% of the 120 persons in the first parent grouping; the 6 persons who tend to disagree are 5.0% of the 120 persons, etc. The "% Column" row shows the percentage of all people in a given response category (disagree to agree) who are found in each parent grouping. For example, the 10 persons in parent grouping one who disagree with the statement number one, make up 37.0% of all parents who disagree in all groups (N=27, see next to last row in column one). The "% Table" row reveals the percentage of all parents responding to the statement who are found in a particular cell. Once again, the 10 persons in the disagree cell for the first parent grouping are 2.7% of all parents responding to the statement (N=367, see last column in the next to the last row).

In Table 1, the four rows represent parent groupings. The first row in each table represents responses of English speaking parents of children in the lower implementation first and second grade classrooms. The second row contains responses from English speaking respondents of children in the higher implementation first and second grade classrooms. The third and fourth rows contain responses of Spanish speaking parents of children in lower and higher implementation classrooms respectively. Each row is subdivided into four separate rows marked cell frequency percent of row, percent of column, and percent of table. By reading across the column on the row marked cell frequency one can determine

Just below the fourth parent grouping is a row marked "TL COL FRQ" meaning total column frequency. This row summarized the number of responses in each column, the last column being the total number of responses contained in the table. This last figure fluctuates slightly between tables due to missing data or multiple responses on an item. The last row in each table reports the percentage of the total number of responses represented by each column. For example, 7.36% of the parents responding to the opinionnaire on the first statement disagree with statement number one.

One precaution should be observed in reading cross-tabulation tables. When the total number of persons in a row or column is small, cell percentages tend not to be stable and individual responses represent inflated percentages. For example, in a row or column totaling 200 responses, each response has a value of .5% and a random shifting of a few responses would not markedly change cell percentages. However, in a row or cell totaling only 10 responses, each response has a value of 10% and random shifting of a few responses could dramatically affect possible interpretations. Thus it is advisable to check appropriate row and column totals when interpreting the "% ROW" and "% COL" figures.

In addition to the tables included in this report, cross-tabulation tables were computed for higher and lower implementation classrooms alone and for grade levels to aid in the preparation of this report.

CROSS TABULATIONS

OF TEACHER OPINIONNAIRE

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 01. LEARNING HOW TO LEARN IS MORE IMPORTANT THAN LEARNING FACTS THESE DAYS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	20	4	3	0	0	0	0	27
	P/C ROW	74.1	14.8	11.1	0.0	0.0	0.0	0.0	
	P/C COL	16.3	7.5	10.0	0.0	0.0	0.0	0.0	
	P/C TABLE	9.4	1.9	1.4	0.0	0.0	0.0	0.0	12.7
2	CELL FREQ	41	19	14	1	0	1	2	78
	P/C ROW	52.6	24.4	17.9	1.3	0.0	1.3	2.6	
	P/C COL	33.3	35.8	46.7	50.0	0.0	50.0	100.0	
	P/C TABLE	19.3	9.0	6.6	0.5	0.0	0.5	0.9	36.8
3	CELL FREQ	44	22	9	1	0	1	0	77
	P/C ROW	57.1	28.6	11.7	1.3	0.0	1.3	0.0	
	P/C COL	35.8	41.5	30.0	50.0	0.0	50.0	0.0	
	P/C TABLE	20.8	10.4	4.2	0.5	0.0	0.5	0.0	36.3
4	CELL FREQ	18	8	4	0	0	0	0	30
	P/C ROW	60.0	26.7	13.3	0.0	0.0	0.0	0.0	
	P/C COL	14.6	15.1	13.3	0.0	0.0	0.0	0.0	
	P/C TABLE	8.5	3.8	1.9	0.0	0.0	0.0	0.0	14.2
	TL COL FRQ	123	53	30	2	0	2	2	212
	P/C TABLE	58.02	25.00	14.15	0.94	0.00	0.94	0.94	

ROWS REPRESENT- 7/. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 02. WHEN IT COMES TO LEARNING DURING EARLY CHILDHOOD, WORK AND PLAY ARE COMPLEMENTARY.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	*CELL FREQ	17	9	1	0	0	0	0	27
	*P/C ROW	63.0	33.3	3.7	0.0	0.0	0.0	0.0	
	*P/C COL	14.2	13.8	5.9	0.0	0.0	0.0	0.0	
	*P/C TABLE	8.0	4.2	0.5	0.0	0.0	0.0	0.0	12.7
2	*CELL FREQ	38	25	11	2	1	0	1	78
	*P/C ROW	48.7	32.1	14.1	2.6	1.3	0.0	1.3	
	*P/C COL	31.7	38.5	64.7	66.7	25.0	0.0	100.0	
	*P/C TABLE	17.9	11.8	5.2	0.9	0.5	0.0	0.5	36.8
3	*CELL FREQ	46	22	5	1	2	1	0	77
	*P/C ROW	59.7	28.6	6.5	1.3	2.6	1.3	0.0	
	*P/C COL	38.3	33.8	29.4	33.3	50.0	50.0	0.0	
	*P/C TABLE	21.7	10.4	2.4	0.5	0.9	0.5	0.0	36.3
4	*CELL FREQ	19	9	0	0	1	1	0	30
	*P/C ROW	63.3	30.0	0.0	0.0	3.3	3.3	0.0	
	*P/C COL	15.8	13.8	0.0	0.0	25.0	50.0	0.0	
	*P/C TABLE	9.0	4.2	0.0	0.0	0.5	0.5	0.0	14.2
	TL COL FRQ	120	65	17	3	4	2	1	212
	P/C TABLE	56.60	30.66	8.02	1.42	1.89	0.94	0.47	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 03. THE TEACHER SHOULD DO LESS DIRECT TEACHING AND BE MORE OF AN ADVISOR,
CONSULTANT AND CATALYST FOR LEARNING.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	6	14	3	0	0	2	0	25
	P/C ROW	24.0	56.0	12.0	0.0	0.0	8.0	0.0	
	P/C COL	9.4	17.9	9.4	0.0	0.0	28.6	0.0	
	P/C TABLE	2.9	6.7	1.4	0.0	0.0	1.0	0.0	12.0
2	CELL FREQ	18	28	10	7	8	4	1	76
	P/C ROW	23.7	36.8	13.2	9.2	10.5	5.3	1.3	
	P/C COL	28.1	35.9	31.3	77.8	53.3	57.1	33.3	
	P/C TABLE	8.7	13.5	4.8	3.4	3.8	1.9	0.5	36.5
3	CELL FREQ	29	25	14	0	7	0	2	77
	P/C ROW	37.7	32.5	18.2	0.0	9.1	0.0	2.6	
	P/C COL	45.3	32.1	43.8	0.0	46.7	0.0	66.7	
	P/C TABLE	13.9	12.0	6.7	0.0	3.4	0.0	1.0	37.0
4	CELL FREQ	11	11	5	2	0	1	0	30
	P/C ROW	36.7	36.7	16.7	6.7	0.0	3.3	0.0	
	P/C COL	17.2	14.1	15.6	22.2	0.0	14.3	0.0	
	P/C TABLE	5.3	5.3	2.4	1.0	0.0	0.5	0.0	14.4
	TL CEL FRQ	64	78	32	9	15	7	3	208
	P/C TABLE	30.77	37.50	15.38	4.33	7.21	3.37	1.44	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 04. OLDER CHILDREN SHOULD BE UTILIZED MORE BY THE SCHOOLS TO HELP YOUNGER CHILDREN.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	5	7	9	3	1	1	0	26
	P/C ROW	19.2	26.9	34.6	11.5	3.8	3.8	0.0	
	P/C COL	10.4	15.2	17.3	13.0	5.0	11.1	0.0	
	P/C TABLE	2.4	3.3	4.3	1.4	0.5	0.5	0.0	12.3
2	CELL FREQ	10	16	19	8	11	3	10	77
	P/C ROW	13.0	20.8	24.7	10.4	14.3	3.9	13.0	
	P/C COL	20.8	34.8	36.5	34.8	55.0	33.3	76.9	
	P/C TABLE	4.7	7.6	9.0	3.8	5.2	1.4	4.7	36.5
3	CELL FREQ	25	16	15	6	8	4	3	77
	P/C ROW	32.5	20.8	19.5	7.8	10.4	5.2	3.9	
	P/C COL	52.1	34.8	28.8	26.1	40.0	44.4	23.1	
	P/C TABLE	11.8	7.6	7.1	2.8	3.8	1.9	1.4	36.5
4	CELL FREQ	8	7	9	6	0	1	0	31
	P/C ROW	25.8	22.6	29.0	19.4	0.0	3.2	0.0	
	P/C COL	16.7	15.2	17.3	26.1	0.0	11.1	0.0	
	P/C TABLE	3.8	3.3	4.3	2.8	0.0	0.5	0.0	14.7
	TL COL FRQ	48	46	52	23	20	9	13	211
	P/C TABLE	22.75	21.80	24.64	10.90	9.48	4.27	6.16	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 05. TEACHERS SHOULD BE INFORMED OF THE IQ SCORES AND OTHER ABILITY SCORES OF ALL STUDENTS BEFORE A NEW SCHOOL YEAR BEGINS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

	-	1	2	3	4	5	6	7	TOTALS
1	*CELL FREQ	3	4	5	3	6	3	2	26
	*P/C ROW	11.5	15.4	19.2	11.5	23.1	11.5	7.7	
	*P/C COL	27.3	16.0	18.5	13.6	12.8	7.0	5.6	
	*P/C TABLE	1.4	1.9	2.4	1.4	2.8	1.4	0.9	12.3
2	*CELL FREQ	3	10	7	6	19	18	15	78
	*P/C ROW	3.8	12.8	9.0	7.7	24.4	23.1	19.2	
	*P/C COL	27.3	40.0	25.9	27.3	40.4	41.9	41.7	
	*P/C TABLE	1.4	4.7	3.3	2.8	9.0	8.5	7.1	37.0
3	*CELL FREQ	4	8	12	11	15	14	13	77
	*P/C ROW	5.2	10.4	15.6	14.3	19.5	18.2	16.9	
	*P/C COL	36.4	32.0	44.4	50.0	31.9	32.6	36.1	
	*P/C TABLE	1.9	3.8	5.7	5.2	7.1	6.6	6.2	36.5
4	*CELL FREQ	1	3	3	2	7	8	6	30
	*P/C ROW	3.3	10.0	10.0	6.7	23.3	26.7	20.0	
	*P/C COL	9.1	12.0	11.1	9.1	14.9	18.6	16.7	
	*P/C TABLE	0.5	1.4	1.4	0.9	3.3	3.8	2.8	14.2
	TL COL FRQ	11	25	27	22	47	43	36	211
	P/C TABLE	5.21	11.85	12.80	10.43	22.27	20.38	17.06	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 06. THERE SHOULD BE SET TIME BLOCKS DURING THE DAY FOR INSTRUCTIONS IN READING, MATH, ETC.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	2	2	0	10	6	2	25
	P/C ROW	12.0	8.0	8.0	0.0	40.0	24.0	8.0	
	P/C COL	9.7	7.4	10.0	0.0	23.8	14.3	5.9	
	P/C TABLE	1.4	1.0	1.0	0.0	4.8	2.9	1.0	12.0
2	CELL FREQ	13	12	9	4	13	11	15	77
	P/C ROW	16.9	15.6	11.7	5.2	16.9	14.3	19.5	
	P/C COL	41.9	44.4	45.0	30.8	31.0	26.2	44.1	
	P/C TABLE	6.2	5.7	4.3	1.9	6.2	5.3	7.2	36.8
3	CELL FREQ	13	8	7	8	16	15	10	77
	P/C ROW	16.9	10.4	9.1	10.4	20.8	19.5	13.0	
	P/C COL	41.9	29.6	35.0	61.5	38.1	35.7	29.4	
	P/C TABLE	6.2	3.8	3.3	3.8	7.7	7.2	4.8	36.8
4	CELL FREQ	2	5	2	1	3	10	7	30
	P/C ROW	6.7	16.7	6.7	3.3	10.0	33.3	23.3	
	P/C COL	6.5	18.5	10.0	7.7	7.1	23.8	20.6	
	P/C TABLE	1.0	2.4	1.0	0.5	1.4	4.8	3.3	14.4
	TL COL FRQ	31	27	20	13	42	42	34	209
	P/C TABLE	14.83	12.92	9.57	6.22	20.10	20.10	16.27	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 07. IN JUDGING A CHILD'S WRITING, THE PRIMARY EMPHASIS SHOULD BE PLACED UPON

ACCURACY, NEATNESS, GOOD SPELLING AND GRAMMAR.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	1	1	1	8	7	5	24
	P/C ROW	4.2	4.2	4.2	4.2	33.3	29.2	20.8	
	P/C COL	12.5	4.5	4.8	12.5	17.0	14.6	10.0	
	P/C TABLE	0.5	0.5	0.5	0.5	3.9	3.4	2.5	11.8
2	CELL FREQ	5	9	9	2	19	15	17	76
	P/C ROW	6.6	11.8	11.8	2.6	25.0	19.7	22.4	
	P/C COL	62.5	40.9	42.9	25.0	40.4	31.3	34.0	
	P/C TABLE	2.5	4.4	4.4	1.0	9.3	7.4	8.3	37.3
3	CELL FREQ	0	9	8	4	10	20	22	73
	P/C ROW	0.0	12.3	11.0	5.5	13.7	27.4	30.1	
	P/C COL	0.0	40.9	38.1	50.0	21.3	41.7	44.0	
	P/C TABLE	0.0	4.4	3.9	2.0	4.9	9.8	10.8	35.8
4	CELL FREQ	2	3	3	1	10	6	6	31
	P/C ROW	6.5	9.7	9.7	3.2	32.3	19.4	19.4	
	P/C COL	25.0	13.6	14.3	12.5	21.3	12.5	12.0	
	P/C TABLE	1.0	1.5	1.5	0.5	4.9	2.9	2.9	15.2
	TL COL FRQ	8	22	21	8	47	48	50	204
	P/C TABLE	3.92	10.78	10.29	3.92	23.04	23.53	24.51	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 08. OBEDIENCE AND RESPECT FOR AUTHORITY ARE THE MOST IMPORTANT VIRTUES SCHOOLS SHOULD EMPHASIZE.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	1	5	5	10	4	1	27
	P/C ROW	3.7	3.7	18.5	18.5	37.0	14.8	3.7	
	P/C COL	7.1	5.0	13.5	20.8	20.8	8.7	4.3	
	P/C TABLE	0.5	0.5	2.4	2.4	4.7	1.9	0.5	12.7
2	CELL FREQ	9	9	12	4	21	16	6	77
	P/C ROW	11.7	11.7	15.6	5.2	27.3	20.8	7.8	
	P/C COL	64.3	45.0	32.4	16.7	43.8	34.8	26.1	
	P/C TABLE	4.2	4.2	5.7	1.9	9.9	7.5	2.8	36.3
3	CELL FREQ	3	7	14	10	14	18	11	77
	P/C ROW	3.9	9.1	18.2	13.0	18.2	23.4	14.3	
	P/C COL	21.4	35.0	37.8	41.7	29.2	39.1	47.8	
	P/C TABLE	1.4	3.3	6.6	4.7	6.6	8.5	5.2	36.3
4	CELL FREQ	1	3	6	5	3	8	5	31
	P/C ROW	3.2	9.7	19.4	16.1	9.7	25.8	16.1	
	P/C COL	7.1	15.0	16.2	20.8	6.3	17.4	21.7	
	P/C TABLE	0.5	1.4	2.8	2.4	1.4	3.8	2.4	14.6
	TL COL FRQ	14	20	37	24	48	46	23	212
	P/C TABLE	6.60	9.43	17.45	11.32	22.64	21.70	10.85	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 09. IT IS IMPORTANT THAT THE PHYSICAL ENVIRONMENT OF THE CLASSROOM BE

STRUCTURED, SUCH AS BY DIVIDING THE ROOM INTO LEARNING CENTERS.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	8	7	10	2	0	0	0	27
	P/C ROW	29.6	25.9	37.0	7.4	0.0	0.0	0.0	
	P/C COL	9.4	11.3	27.8	14.3	0.0	0.0	0.0	
	P/C TABLE	3.8	3.3	4.7	0.9	0.0	0.0	0.0	12.8
2	CELL FREQ	31	23	11	6	3	1	1	76
	P/C ROW	40.8	30.3	14.5	7.9	3.9	1.3	1.3	
	P/C COL	36.5	37.1	30.6	42.9	25.0	100.0	100.0	
	P/C TABLE	14.7	10.9	5.2	2.8	1.4	0.5	0.5	36.0
3	CELL FREQ	29	23	14	5	6	0	0	77
	P/C ROW	37.7	29.9	18.2	6.5	7.8	0.0	0.0	
	P/C COL	34.1	37.1	38.9	35.7	50.0	0.0	0.0	
	P/C TABLE	13.7	10.9	6.6	2.4	2.8	0.0	0.0	36.5
4	CELL FREQ	17	9	1	1	3	0	0	31
	P/C ROW	54.8	29.0	3.2	3.2	9.7	0.0	0.0	
	P/C COL	20.0	14.5	2.8	7.1	25.0	0.0	0.0	
	P/C TABLE	8.1	4.3	0.5	0.5	1.4	0.0	0.0	14.7
	TL CEL FRQ	85	62	36	14	12	1	1	211
	P/C TABLE	40.28	29.38	17.06	6.64	5.69	0.47	0.47	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 10. CLASSROOM CHAOS WOULD MOST LIKELY OCCUR IF CHILDREN WERE ALLOWED COMPLETE FREEDOM TO CHOOSE THEIR OWN ACTIVITIES.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	6	3	12	2	2	0	2	27
	P/C ROW	22.2	11.1	44.4	7.4	7.4	0.0	7.4	
	P/C COL	16.2	14.3	23.5	22.2	6.1	0.0	8.3	
	P/C TABLE	2.8	1.4	5.7	0.9	0.9	0.0	0.9	12.7
2	CELL FREQ	17	9	13	4	19	7	8	77
	P/C ROW	22.1	11.7	16.9	5.2	24.7	9.1	10.4	
	P/C COL	45.9	42.9	25.5	44.4	57.6	18.9	33.3	
	P/C TABLE	8.0	4.2	6.1	1.9	9.0	3.3	3.8	36.3
3	CELL FREQ	9	7	19	0	10	22	10	77
	P/C ROW	11.7	9.1	24.7	0.0	13.0	28.6	13.0	
	P/C COL	24.3	33.3	37.3	0.0	30.3	59.5	41.7	
	P/C TABLE	4.2	3.3	9.0	0.0	4.7	10.4	4.7	36.3
4	CELL FREQ	5	2	7	3	2	8	4	31
	P/C ROW	16.1	6.5	22.6	9.7	6.5	25.8	12.9	
	P/C COL	13.5	9.5	13.7	33.3	6.1	21.6	16.7	
	P/C TABLE	2.4	0.9	3.3	1.4	0.9	3.8	1.9	14.6
	TL COL FRQ	37	21	51	9	33	37	24	212
	P/C TABLE	17.45	9.91	24.06	4.25	15.57	17.45	11.32	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 11. A SCHOOL SHOULD KNOW WHERE ANY GIVEN CHILD IS EVERY MOMENT OF THE DAY.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	12	5	6	2	1	0	1	27
	P/C ROW	44.4	18.5	22.2	7.4	3.7	0.0	3.7	
	P/C COL	12.0	9.8	23.1	15.4	7.1	0.0	50.0	
	P/C TABLE	5.7	2.4	2.8	0.9	0.5	0.0	0.5	12.7
2	CELL FREQ	35	23	5	5	8	1	0	77
	P/C ROW	45.5	29.9	6.5	6.5	10.4	1.3	0.0	
	P/C COL	35.0	45.1	19.2	38.5	57.1	16.7	0.0	
	P/C TABLE	16.5	10.8	2.4	2.4	3.8	0.5	0.0	36.3
3	CELL FREQ	39	16	11	4	3	4	0	77
	P/C ROW	50.6	20.8	14.3	5.2	3.9	5.2	0.0	
	P/C COL	39.0	31.4	42.3	30.8	21.4	66.7	0.0	
	P/C TABLE	18.4	7.5	5.2	1.9	1.4	1.9	0.0	36.3
4	CELL FREQ	14	7	4	2	2	1	1	31
	P/C ROW	45.2	22.6	12.9	6.5	6.5	3.2	3.2	
	P/C COL	14.0	13.7	15.4	15.4	14.3	16.7	50.0	
	P/C TABLE	6.6	3.3	1.9	0.9	0.9	0.5	0.5	14.6
	TL CEL FRQ	100	51	26	13	14	6	2	212
	P/C TABLE	47.17	24.06	12.26	6.13	6.60	2.83	0.94	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 12. STUDENTS SHOULD NOT BE ALLOWED TO USE BOOKS OR NOTES WHEN TAKING TESTS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	*CELL FREQ	2	5	1	3	9	5	0	25
	*P/C ROW	8.0	20.0	4.0	12.0	36.0	20.0	0.0	
	*P/C COL	15.4	26.3	6.3	6.3	18.0	11.4	0.0	
	*P/C TABLE	1.0	2.4	0.5	1.4	4.3	2.4	0.0	12.0
2	*CELL FREQ	5	5	8	20	23	9	7	77
	*P/C ROW	6.5	6.5	10.4	26.0	29.9	11.7	9.1	
	*P/C COL	38.5	26.3	50.0	41.7	46.0	20.5	38.9	
	*P/C TABLE	2.4	2.4	3.8	9.6	11.1	4.3	3.4	37.0
3	*CELL FREQ	6	5	4	19	12	21	8	75
	*P/C ROW	8.0	6.7	5.3	25.3	16.0	28.0	10.7	
	*P/C COL	46.2	26.3	25.0	39.6	24.0	47.7	44.4	
	*P/C TABLE	2.9	2.4	1.9	9.1	5.8	10.1	3.8	36.1
4	*CELL FREQ	0	4	3	6	6	9	3	31
	*P/C ROW	0.0	12.9	9.7	19.4	19.4	29.0	9.7	
	*P/C COL	0.0	21.1	18.8	12.5	12.0	20.5	16.7	
	*P/C TABLE	0.0	1.9	1.4	2.9	2.9	4.3	1.4	14.9
	TL COL FRQ	13	19	16	48	50	44	18	208
	P/C TABLE	6.25	9.13	7.69	23.08	24.04	21.15	8.65	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 13. THE CLASSROOM SHOULD NOT BE A PLACE WHERE CHILDREN PLAY OR WANDER.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	4	3	0	9	4	3	27
	P/C ROW	14.8	14.8	11.1	0.0	33.3	14.8	11.1	
	P/C COL	17.4	15.4	9.1	0.0	17.3	8.5	13.6	
	P/C TABLE	1.9	1.9	1.4	0.0	4.3	1.9	1.4	12.9
2	CELL FREQ	9	11	14	1	24	11	6	76
	P/C ROW	11.8	14.5	18.4	1.3	31.6	14.5	7.9	
	P/C COL	39.1	42.3	42.4	16.7	46.2	23.4	27.3	
	P/C TABLE	4.3	5.3	6.7	0.5	11.5	5.3	2.9	36.4
3	CELL FREQ	7	9	10	3	14	24	8	75
	P/C ROW	9.3	12.0	13.3	4.0	18.7	32.0	10.7	
	P/C COL	30.4	34.6	30.3	50.0	26.9	51.1	36.4	
	P/C TABLE	3.3	4.3	4.8	1.4	6.7	11.5	3.8	35.9
4	CELL FREQ	3	2	6	2	5	8	5	31
	P/C ROW	9.7	6.5	19.4	6.5	16.1	25.8	16.1	
	P/C COL	13.0	7.7	18.2	33.3	9.6	17.0	22.7	
	P/C TABLE	1.4	1.0	2.9	1.0	2.4	3.8	2.4	14.8
	TL COL FRQ	23	26	33	6	52	47	22	209
	P/C TABLE	11.00	12.44	15.79	2.87	24.88	22.49	10.53	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 14. A CHILD'S EXPERIENCE IN SCHOOL SHOULD NOT INCLUDE EXPERIENCES WITH FAILURE.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	0	5	2	6	8	5	27
	P/C ROW	3.7	0.0	18.5	7.4	22.2	29.6	18.5	
	P/C COL	3.8	0.0	17.9	18.2	10.2	15.7	19.2	
	P/C TABLE	0.5	0.0	2.4	0.9	2.8	3.8	2.4	12.7
2	CELL FREQ	11	4	9	5	25	14	9	77
	P/C ROW	14.3	5.2	11.7	6.5	32.5	18.2	11.7	
	P/C COL	42.3	36.4	32.1	45.5	42.4	27.5	34.6	
	P/C TABLE	5.2	1.9	4.2	2.4	11.8	6.6	4.2	36.3
3	CELL FREQ	13	6	10	1	16	22	9	77
	P/C ROW	16.9	7.8	13.0	1.3	20.8	28.6	11.7	
	P/C COL	50.0	54.5	35.7	9.1	27.1	43.1	34.6	
	P/C TABLE	6.1	2.8	4.7	0.5	7.5	10.4	4.2	36.3
4	CELL FREQ	1	1	4	3	12	7	3	31
	P/C ROW	3.2	3.2	12.9	9.7	38.7	22.6	9.7	
	P/C COL	3.8	9.1	14.3	27.3	20.3	13.7	11.5	
	P/C TABLE	0.5	0.5	1.3	1.4	5.7	3.3	1.4	14.6
	TL COL FRQ	26	11	28	11	59	51	26	212
	P/C TABLE	12.26	5.19	13.21	5.19	27.83	24.06	12.26	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 15. LARGE GROUP DRILL AND PRACTICE SHOULD BE ABANDONED AS THE PRIMARY APPROACH TO TEACHING.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	7	7	5	3	2	1	2	27
	P/C ROW	25.9	25.9	18.5	11.1	7.4	3.7	7.4	
	P/C COL	11.9	13.2	14.7	21.4	7.7	10.0	11.8	
	P/C TABLE	3.3	3.3	2.3	1.4	0.9	0.5	0.9	12.7
2	CELL FREQ	16	21	13	5	12	6	5	78
	P/C ROW	20.5	26.9	16.7	6.4	15.4	7.7	6.4	
	P/C COL	27.1	39.6	38.2	35.7	46.2	60.0	29.4	
	P/C TABLE	7.5	9.9	6.1	2.3	5.6	2.8	2.3	36.6
3	CELL FREQ	24	15	13	3	12	2	8	77
	P/C ROW	31.2	19.5	16.9	3.9	15.6	2.6	10.4	
	P/C COL	40.7	28.3	38.2	21.4	46.2	20.0	47.1	
	P/C TABLE	11.3	7.0	6.1	1.4	5.6	0.9	3.8	36.2
4	CELL FREQ	12	10	3	3	0	1	2	31
	P/C ROW	38.7	32.3	9.7	9.7	0.0	3.2	6.5	
	P/C COL	20.3	18.9	8.8	21.4	0.0	10.0	11.8	
	P/C TABLE	5.6	4.7	1.4	1.4	0.0	0.5	0.9	14.6
	TL COL FRQ	59	53	34	14	26	10	17	213
	P/C TABLE	27.70	24.88	15.96	6.57	12.21	4.69	7.98	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 16. STUDENTS SHOULD BE GIVEN MORE OPPORTUNITIES TO TINKER ABOUT AND MANIPULATE CONCRETE OBJECTS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	12	11	3	0	0	0	0	26
	P/C ROW	46.2	42.3	11.5	0.0	0.0	0.0	0.0	
	P/C COL	10.7	18.3	12.5	0.0	0.0	0.0	0.0	
	P/C TABLE	5.7	5.2	1.4	0.0	0.0	0.0	0.0	12.3
2	CELL FREQ	38	26	5	2	6	0	1	78
	P/C ROW	48.7	33.3	6.4	2.6	7.7	0.0	1.3	
	P/C COL	33.9	43.3	20.8	28.6	85.7	0.0	100.0	
	P/C TABLE	17.9	12.3	2.4	0.9	2.8	0.0	0.5	36.8
3	CELL FREQ	44	15	13	3	1	1	0	77
	P/C ROW	57.1	19.5	16.9	3.9	1.3	1.3	0.0	
	P/C COL	39.3	25.0	54.2	42.9	14.3	100.0	0.0	
	P/C TABLE	20.8	7.1	6.1	1.4	0.5	0.5	0.0	36.3
4	CELL FREQ	18	8	3	2	0	0	0	31
	P/C ROW	58.1	25.8	9.7	6.5	0.0	0.0	0.0	
	P/C COL	16.1	13.3	12.5	28.6	0.0	0.0	0.0	
	P/C TABLE	8.5	3.8	1.4	0.9	0.0	0.0	0.0	14.6
	TL COL FRQ	112	60	24	7	7	1	1	212
	P/C TABLE	52.83	28.30	11.32	3.30	3.30	0.47	0.47	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 17. NEARLY ALL STUDENTS CAN BE TRUSTED IN MOST SCHOOL SITUATIONS WITHOUT CLOSE SUPERVISION.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	6	8	2	5	0	2	26
	P/C ROW	11.5	23.1	30.8	7.7	19.2	0.0	7.7	
	P/C COL	14.3	14.3	12.9	28.6	10.6	0.0	16.7	
	P/C TABLE	1.4	2.8	3.8	0.9	2.4	0.0	0.9	12.3
2	CELL FREQ	10	12	19	3	21	7	5	77
	P/C ROW	13.0	15.6	24.7	3.9	27.3	9.1	6.5	
	P/C COL	47.6	28.6	30.6	42.9	44.7	35.0	41.7	
	P/C TABLE	4.7	5.7	9.0	1.4	10.0	3.3	2.4	36.5
3	CELL FREQ	6	18	24	1	15	8	5	77
	P/C ROW	7.8	23.4	31.2	1.3	19.5	10.4	6.5	
	P/C COL	28.6	42.9	38.7	14.3	31.9	40.0	41.7	
	P/C TABLE	2.8	8.5	11.4	0.5	7.1	3.8	2.4	36.5
4	CELL FREQ	2	6	11	1	6	5	0	31
	P/C ROW	6.5	19.4	35.5	3.2	19.4	16.1	0.0	
	P/C COL	9.5	14.3	17.7	14.3	12.8	25.0	0.0	
	P/C TABLE	0.9	2.8	5.2	0.5	2.8	2.4	0.0	14.7
	TL COL FRQ	21	42	62	7	47	20	12	211
	P/C TABLE	9.95	19.91	29.38	3.32	22.27	9.48	5.69	

ROWS REPRESENT- 7% TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 18. IT IS MORE SOCIALLY DESIRABLE TO KEEP A CHILD WITH HIS OWN AGE GROUP, EVEN IF HE HAS DIFFICULTY DOING THE WORK.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	6	3	3	7	2	5	26
	P/C ROW	0.0	23.1	11.5	11.5	26.9	7.7	19.2	
	P/C COL	0.0	30.0	8.8	12.0	17.5	4.9	12.2	
	P/C TABLE	0.0	2.8	1.4	1.4	3.3	0.9	2.4	12.3
2	CELL FREQ	5	5	14	12	17	12	13	78
	P/C ROW	6.4	6.4	17.9	15.4	21.8	15.4	16.7	
	P/C COL	45.5	25.0	41.2	48.0	42.5	29.3	31.7	
	P/C TABLE	2.4	2.4	6.6	5.7	8.0	5.7	6.1	36.8
3	CELL FREQ	5	6	12	7	13	19	15	77
	P/C ROW	6.5	7.8	15.6	9.1	16.9	24.7	19.5	
	P/C COL	45.5	30.0	35.3	28.0	32.5	46.3	36.6	
	P/C TABLE	2.4	2.8	5.7	3.3	6.1	9.0	7.1	36.3
4	CELL FREQ	1	3	5	3	3	8	8	31
	P/C ROW	3.2	9.7	16.1	9.7	9.7	25.8	25.8	
	P/C COL	9.1	15.0	14.7	12.0	7.5	19.5	19.5	
	P/C TABLE	0.5	1.4	2.4	1.4	1.4	3.8	3.8	14.6
	TL COL FRQ	11	20	34	25	40	41	41	212
	P/C TABLE	5.19	9.43	16.04	11.79	18.87	19.34	19.34	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 19. IN DAY-TO-DAY CLASSROOM INTERACTION, FORMAL STANDARDIZED TESTS ARE MORE VALID ESTIMATES OF THE INDIVIDUAL NEEDS OF CHILDREN THAN TEACHER'S INTUITION.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	1	0	0	9	7	9	26
	P/C ROW	0.0	3.8	0.0	0.0	34.6	26.9	34.6	
	P/C COL	0.0	50.0	0.0	0.0	18.8	12.3	10.7	
	P/C TABLE	0.0	0.5	0.0	0.0	4.3	3.3	4.3	12.4
2	CELL FREQ	1	0	1	5	15	27	27	76
	P/C ROW	1.3	0.0	1.3	6.6	19.7	35.5	35.5	
	P/C COL	33.3	0.0	33.3	41.7	31.3	47.4	32.1	
	P/C TABLE	0.5	0.0	0.5	2.4	7.2	12.9	12.9	36.4
3	CELL FREQ	2	1	1	4	19	18	32	77
	P/C ROW	2.6	1.3	1.3	5.2	24.7	23.4	41.6	
	P/C COL	66.7	50.0	33.3	33.3	39.6	31.6	38.1	
	P/C TABLE	1.0	0.5	0.5	1.9	9.1	8.6	15.3	36.8
4	CELL FREQ	0	0	1	3	5	5	16	30
	P/C ROW	0.0	0.0	3.3	10.0	16.7	16.7	53.3	
	P/C COL	0.0	0.0	33.3	25.0	10.4	8.8	19.0	
	P/C TABLE	0.0	0.0	0.5	1.4	2.4	2.4	7.7	14.4
	TL CEL FRQ	3	2	3	12	48	57	84	209
	P/C TABLE	1.44	0.96	1.44	5.74	22.97	27.27	40.19	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 20. LEARNING CONCEPTS AND PRINCIPLES IS MORE IMPORTANT THAN DEVELOPING A POSITIVE SELF-CONCEPT OR INTEREST IN LEARNING.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	0	0	0	6	13	7	26
	P/C ROW	0.0	0.0	0.0	0.0	23.1	50.0	26.9	
	P/C COL	0.0	0.0	0.0	0.0	14.3	17.1	8.7	
	P/C TABLE	0.0	0.0	0.0	0.0	2.9	6.2	3.3	12.4
2	CELL FREQ	0	1	4	2	19	26	24	76
	P/C ROW	0.0	1.3	5.3	2.6	25.0	34.2	31.6	
	P/C COL	0.0	50.0	50.0	100.0	45.2	34.2	30.0	
	P/C TABLE	0.0	0.5	1.9	1.0	9.0	12.4	11.4	36.2
3	CELL FREQ	0	0	3	0	12	24	38	77
	P/C ROW	0.0	0.0	3.9	0.0	15.6	31.2	49.4	
	P/C COL	0.0	0.0	37.5	0.0	28.6	31.6	47.5	
	P/C TABLE	0.0	0.0	1.4	0.0	5.7	11.4	18.1	36.7
4	CELL FREQ	0	1	1	0	5	13	11	31
	P/C ROW	0.0	3.2	3.2	0.0	16.1	41.9	35.5	
	P/C COL	0.0	50.0	12.5	0.0	11.9	17.1	13.7	
	P/C TABLE	0.0	0.5	0.5	0.0	2.4	6.2	5.2	14.8
	TL COL FRQ	0	2	8	2	42	76	80	210
	P/C TABLE	0.00	0.95	3.81	0.95	20.00	36.19	38.10	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 21. PRESENTING CONTENT TO STUDENTS IN GREAT DETAIL IS NOT REQUIRED FOR GOOD TEACHING TO OCCUR.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
	*CELL FREQ	2	14	5	1	3	0	1	26
1	*P/C ROW	7.7	53.8	19.2	3.8	11.5	0.0	3.8	
	*P/C COL	5.7	20.9	8.9	5.6	15.8	0.0	20.0	
	*P/C TABLE	1.0	6.7	2.4	0.5	1.4	0.0	0.5	12.5
	*CELL FREQ	11	18	21	8	11	3	2	74
2	*P/C ROW	14.9	24.3	28.4	10.8	14.9	4.1	2.7	
	*P/C COL	31.4	26.9	37.5	44.4	57.9	37.5	40.0	
	*P/C TABLE	5.3	8.7	10.1	3.8	5.3	1.4	1.0	35.6
	*CELL FREQ	16	30	17	6	4	4	0	77
3	*P/C ROW	20.8	39.0	22.1	7.8	5.2	5.2	0.0	
	*P/C COL	45.7	44.8	30.4	33.3	21.1	50.0	0.0	
	*P/C TABLE	7.7	14.4	8.2	2.9	1.9	1.9	0.0	37.0
	*CELL FREQ	6	5	13	3	1	1	2	31
4	*P/C ROW	19.4	16.1	41.9	9.7	3.2	3.2	6.5	
	*P/C COL	17.1	7.5	23.2	16.7	5.3	12.5	40.0	
	*P/C TABLE	2.9	2.4	6.3	1.4	0.5	0.5	1.0	14.9
	TL COL FRQ	35	67	56	18	19	8	5	208
	P/C TABLE	16.83	32.21	26.92	8.65	9.13	3.85	2.40	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 22. THERE IS PROBABLY NO SUCH THING AS UNIQUE LEARNING STYLES OF INDIVIDUAL CHILDREN IN THE WAYS OF LEARNING, SUCH AS WITH READING SKILLS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	0	0	1	6	10	9	26
	P/C ROW	0.0	0.0	0.0	3.8	23.1	38.5	34.6	
	P/C COL	0.0	0.0	0.0	16.7	21.4	19.6	9.4	
	P/C TABLE	0.0	0.0	0.0	0.5	2.9	4.8	4.3	12.4
2	CELL FREQ	8	4	3	1	10	20	31	77
	P/C ROW	10.4	5.2	3.9	1.3	13.0	26.0	40.3	
	P/C COL	57.1	57.1	37.5	16.7	35.7	39.2	32.3	
	P/C TABLE	3.8	1.9	1.4	0.5	4.8	9.5	14.8	36.7
3	CELL FREQ	5	1	4	2	10	16	39	77
	P/C ROW	6.5	1.3	5.2	2.6	13.0	20.8	50.6	
	P/C COL	35.7	14.3	50.0	33.3	35.7	31.4	40.6	
	P/C TABLE	2.4	0.5	1.9	1.0	4.8	7.6	18.6	36.7
4	CELL FREQ	1	2	1	2	2	5	17	30
	P/C ROW	3.3	6.7	3.3	6.7	6.7	16.7	56.7	
	P/C COL	7.1	28.6	12.5	33.3	7.1	9.8	17.7	
	P/C TABLE	0.5	1.0	0.5	1.0	1.0	2.4	8.1	14.3
	TL COL FRQ	14	7	8	6	28	51	96	210
	P/C TABLE	6.67	3.33	3.81	2.86	13.33	24.29	45.71	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 23. IT IS NOT PARTICULARLY IMPORTANT FOR PARENTS TO KNOW THE PHILOSOPHY AND GOALS OF A SCHOOL.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	0	0	0	3	12	11	26
	P/C ROW	0.0	0.0	0.0	0.0	11.5	46.2	42.3	
	P/C COL	0.0	0.0	0.0	0.0	18.8	22.2	8.5	
	P/C TABLE	0.0	0.0	0.0	0.0	1.4	5.7	5.2	12.4
2	CELL FREQ	2	2	1	0	9	22	42	78
	P/C ROW	2.6	2.6	1.3	0.0	11.5	28.2	53.8	
	P/C COL	50.0	66.7	33.3	0.0	56.3	40.7	32.6	
	P/C TABLE	1.0	1.0	0.5	0.0	4.3	10.5	20.0	37.1
3	CELL FREQ	1	1	2	0	3	17	53	77
	P/C ROW	1.3	1.3	2.6	0.0	3.9	22.1	68.8	
	P/C COL	25.0	33.3	66.7	0.0	18.8	31.5	41.1	
	P/C TABLE	0.5	0.5	1.0	0.0	1.4	8.1	25.2	36.7
4	CELL FREQ	1	0	0	1	1	3	23	29
	P/C ROW	3.4	0.0	0.0	3.4	3.4	10.3	79.3	
	P/C COL	25.0	0.0	0.0	100.0	6.3	5.6	17.8	
	P/C TABLE	0.5	0.0	0.0	0.5	0.5	1.4	11.0	13.8
	TL COL FRQ	4	3	3	1	16	54	129	210
	P/C TABLE	1.90	1.43	1.43	0.48	7.62	25.71	61.43	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 24. FAILURE SHOULD NOT BE COUNTED AGAINST A CHILD.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	12	6	4	0	2	0	1	25
	P/C ROW	48.0	24.0	16.0	0.0	8.0	0.0	4.0	
	P/C COL	11.0	10.7	20.0	0.0	33.3	0.0	25.0	
	P/C TABLE	5.8	2.9	1.9	0.0	1.0	0.0	0.5	12.1
2	CELL FREQ	39	17	10	5	1	1	2	75
	P/C ROW	52.0	22.7	13.3	6.7	1.3	1.3	2.7	
	P/C COL	35.8	30.4	50.0	50.0	16.7	50.0	50.0	
	P/C TABLE	18.8	8.2	4.8	2.4	0.5	0.5	1.0	36.2
3	CELL FREQ	41	27	2	4	2	0	1	77
	P/C ROW	53.2	35.1	2.6	5.2	2.6	0.0	1.3	
	P/C COL	37.6	48.2	10.0	40.0	33.3	0.0	25.0	
	P/C TABLE	19.8	13.0	1.0	1.9	1.0	0.0	0.5	37.2
4	CELL FREQ	17	6	4	1	1	1	0	30
	P/C ROW	56.7	20.0	13.3	3.3	3.3	3.3	0.0	
	P/C COL	15.6	10.7	20.0	10.0	16.7	50.0	0.0	
	P/C TABLE	8.2	2.9	1.9	0.5	0.5	0.5	0.0	14.5
	TL COL FRQ	109	56	20	10	6	2	4	207
	P/C TABLE	52.66	27.05	9.66	4.83	2.90	0.97	1.93	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 25. MOST OF THE SCHOOLS IN AMERICA HAVE BECOME SO STRICT AND INFLEXIBLE TODAY

THAT THEY ARE DESTROYING CHILDREN'S SPONTANEITY, CURIOSITY AND LOVE OF LEARNING.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	2	3	5	6	6	3	26
	P/C ROW	3.8	7.7	11.5	19.2	23.1	23.1	11.5	
	P/C COL	3.4	8.3	11.5	17.2	13.6	18.8	12.5	
	P/C TABLE	0.5	1.0	1.4	2.4	2.9	2.9	1.4	12.5
2	CELL FREQ	13	8	7	11	17	12	9	77
	P/C ROW	16.9	10.4	9.1	14.3	22.1	15.6	11.7	
	P/C COL	44.8	33.3	26.9	37.9	38.6	37.5	37.5	
	P/C TABLE	6.3	3.8	3.4	5.3	8.2	5.8	4.3	37.0
3	CELL FREQ	9	12	9	12	16	7	9	74
	P/C ROW	12.2	16.2	12.2	16.2	21.6	9.5	12.2	
	P/C COL	31.0	50.0	34.6	41.4	36.4	21.9	37.5	
	P/C TABLE	4.3	5.8	4.3	5.8	7.7	3.4	4.3	35.6
4	CELL FREQ	6	2	7	1	5	7	3	31
	P/C ROW	19.4	6.5	22.6	3.2	16.1	22.6	9.7	
	P/C COL	20.7	8.3	26.9	3.4	11.4	21.9	12.5	
	P/C TABLE	2.9	1.0	3.4	0.5	2.4	3.4	1.4	14.9
	TL COL FRQ	29	24	26	29	44	32	24	208
	P/C TABLE	13.94	11.54	12.50	13.94	21.15	15.38	11.54	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 26. THE CLASSROOM IS NO PLACE FOR CONFLICT, DISAGREEMENT OR ARGUMENT.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	0	2	1	13	6	4	26
	P/C ROW	0.0	0.0	7.7	3.8	50.0	23.1	15.4	
	P/C COL	0.0	0.0	25.0	16.7	21.0	8.8	14.3	
	P/C TABLE	0.0	0.0	1.0	0.5	6.3	2.9	1.9	12.5
2	CELL FREQ	8	7	2	2	24	22	12	77
	P/C ROW	10.4	9.1	2.6	2.6	31.2	28.6	15.6	
	P/C COL	61.5	30.4	25.0	33.3	38.7	32.4	42.9	
	P/C TABLE	3.8	3.4	1.0	1.0	11.5	10.6	5.8	37.0
3	CELL FREQ	3	12	4	1	18	30	6	74
	P/C ROW	4.1	16.2	5.4	1.4	24.3	40.5	8.1	
	P/C COL	23.1	52.2	50.0	16.7	29.0	44.1	21.4	
	P/C TABLE	1.4	5.8	1.9	0.5	8.7	14.4	2.9	35.6
4	CELL FREQ	2	4	0	2	7	10	6	31
	P/C ROW	6.5	12.9	0.0	6.5	22.6	32.3	19.4	
	P/C COL	15.4	17.4	0.0	33.3	11.3	14.7	21.4	
	P/C TABLE	1.0	1.9	0.0	1.0	3.4	4.8	2.9	14.9
	TL CEL FRQ	13	23	8	6	62	68	28	208
	P/C TABLE	6.25	11.06	3.85	2.88	29.81	32.69	13.46	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 27. A CHILD MUST LEARN THAT SOMETIMES HIS FREEDOM MUST BE LIMITED SO AS NOT TO INTERFERE WITH THE FREEDOMS AND RIGHTS OF OTHERS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	21	4	1	0	0	0	0	26
	P/C ROW	80.8	15.4	3.8	0.0	0.0	0.0	0.0	
	P/C COL	12.8	11.8	14.3	0.0	0.0	0.0	0.0	
	P/C TABLE	10.0	1.9	0.5	0.0	0.0	0.0	0.0	12.3
2	CELL FREQ	56	16	3	0	0	0	3	78
	P/C ROW	71.8	20.5	3.8	0.0	0.0	0.0	3.8	
	P/C COL	34.1	47.1	42.9	0.0	0.0	0.0	50.0	
	P/C TABLE	26.5	7.6	1.4	0.0	0.0	0.0	1.4	37.0
3	CELL FREQ	63	10	0	0	0	0	3	76
	P/C ROW	82.9	13.2	0.0	0.0	0.0	0.0	3.9	
	P/C COL	38.4	29.4	0.0	0.0	0.0	0.0	50.0	
	P/C TABLE	29.9	4.7	0.0	0.0	0.0	0.0	1.4	36.0
4	CELL FREQ	24	4	3	0	0	0	0	31
	P/C ROW	77.4	12.9	9.7	0.0	0.0	0.0	0.0	
	P/C COL	14.6	11.8	42.9	0.0	0.0	0.0	0.0	
	P/C TABLE	11.4	1.9	1.4	0.0	0.0	0.0	0.0	14.7
	TL COL FRQ	164	34	7	0	0	0	6	211
	P/C TABLE	77.73	16.11	3.32	0.00	0.00	0.00	2.84	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 28. GOOD INTERPERSONAL RELATIONS AMONG TEACHERS MAY BE THE MOST CRITICAL

ASPECTS OF SUCCESSFUL TEAM TEACHING IN AN OPEN SPACE LEARNING ENVIRONMENT.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	16	8	0	0	1	1	0	26
	P/C ROW	61.5	30.8	0.0	0.0	3.8	3.8	0.0	
	P/C COL	12.1	19.5	0.0	0.0	33.3	100.0	0.0	
	P/C TABLE	7.6	3.8	0.0	0.0	0.5	0.5	0.0	12.4
2	CELL FREQ	48	13	8	6	0	0	2	77
	P/C ROW	62.3	16.9	10.4	7.8	0.0	0.0	2.6	
	P/C COL	36.4	31.7	44.4	46.2	0.0	0.0	100.0	
	P/C TABLE	22.9	6.2	3.8	2.9	0.0	0.0	1.0	36.7
3	CELL FREQ	48	16	7	4	2	0	0	77
	P/C ROW	62.3	20.8	9.1	5.2	2.6	0.0	0.0	
	P/C COL	36.4	39.0	38.9	30.8	66.7	0.0	0.0	
	P/C TABLE	22.9	7.6	3.3	1.9	1.0	0.0	0.0	36.7
4	CELL FREQ	20	4	3	3	0	0	0	30
	P/C ROW	66.7	13.3	10.0	10.0	0.0	0.0	0.0	
	P/C COL	15.2	9.8	16.7	23.1	0.0	0.0	0.0	
	P/C TABLE	9.5	1.9	1.4	1.4	0.0	0.0	0.0	14.3
	TL COL FRQ	132	41	18	13	3	1	2	210
	P/C TABLE	62.86	19.52	8.57	6.19	1.43	0.48	0.95	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 29. THE POLICY OF SCHOOLS SHOULD BE FREE ENOUGH SO THAT IF A CHILD DID NOT WANT TO WORK ON A GIVEN DAY, HE WOULD NOT BE PRESSURED TO DO SO.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	2	4	8	1	2	5	3	25
	P/C ROW	8.0	16.0	32.0	4.0	8.0	20.0	12.0	
	P/C COL	11.1	8.9	19.0	4.3	5.3	29.4	12.5	
	P/C TABLE	1.0	1.9	3.9	0.5	1.0	2.4	1.4	12.1
2	CELL FREQ	4	12	13	15	14	6	10	74
	P/C ROW	5.4	16.2	17.6	20.3	18.9	8.1	13.5	
	P/C COL	22.2	26.7	31.0	65.2	36.8	35.3	41.7	
	P/C TABLE	1.9	5.8	6.3	7.2	6.8	2.9	4.8	35.7
3	CELL FREQ	11	19	17	3	15	5	7	77
	P/C ROW	14.3	24.7	22.1	3.9	19.5	6.5	9.1	
	P/C COL	61.1	42.2	40.5	13.0	39.5	29.4	29.2	
	P/C TABLE	5.3	9.2	8.2	1.4	7.2	2.4	3.4	37.2
4	CELL FREQ	1	10	4	4	7	1	4	31
	P/C ROW	3.2	32.3	12.9	12.9	22.6	3.2	12.9	
	P/C COL	5.6	22.2	9.5	17.4	18.4	5.9	16.7	
	P/C TABLE	0.5	4.8	1.9	1.9	3.4	0.5	1.9	15.0
	TL COL FRQ	18	45	42	23	38	17	24	207
	P/C TABLE	8.70	21.74	20.29	11.11	18.36	8.21	11.59	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 30. IN ADDITION TO OFFICIAL RECORDS, STUDENTS SHOULD KEEP THEIR OWN

ACHIEVEMENT RECORDS AND ACCOUNTS OF WHAT THEY ARE DOING.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	*CELL FREQ	5	5	10	0	3	2	1	26
	*P/C ROW	19.2	19.2	38.5	0.0	11.5	7.7	3.8	
	*P/C COL	15.6	7.6	16.9	0.0	21.4	20.0	25.0	
	*P/C TABLE	2.4	2.4	4.7	0.0	1.4	0.9	0.5	12.3
2	*CELL FREQ	9	23	25	11	5	3	2	78
	*P/C ROW	11.5	29.5	32.1	14.1	6.4	3.8	2.6	
	*P/C COL	28.1	34.8	42.4	40.7	35.7	30.0	50.0	
	*P/C TABLE	4.2	10.8	11.8	5.2	2.4	1.4	0.9	36.8
3	*CELL FREQ	11	31	19	8	5	3	0	77
	*P/C ROW	14.3	40.3	24.7	10.4	6.5	3.9	0.0	
	*P/C COL	34.4	47.0	32.2	29.6	35.7	30.0	0.0	
	*P/C TABLE	5.2	14.6	9.0	3.8	2.4	1.4	0.0	36.3
4	*CELL FREQ	7	7	5	8	1	2	1	31
	*P/C ROW	22.6	22.6	16.1	25.8	3.2	6.5	3.2	
	*P/C COL	21.9	10.6	8.5	29.6	7.1	20.0	25.0	
	*P/C TABLE	3.3	3.3	2.4	3.8	0.5	0.9	0.5	14.6
	TL COL FRQ	32	66	59	27	14	10	4	212
	P/C TABLE	15.09	31.13	27.83	12.74	6.60	4.72	1.89	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 31. IN ANY DISCIPLINE, THERE EXISTS SOME INDISPENSABLE BODY OF KNOWLEDGE THAT EVERY EDUCATED PERSON SHOULD KNOW.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	10	5	5	1	1	1	27
	P/C ROW	14.8	37.0	18.5	18.5	3.7	3.7	3.7	
	P/C COL	8.0	14.3	11.1	22.7	12.5	25.0	12.5	
	P/C TABLE	1.9	4.8	2.4	2.4	0.5	0.5	0.5	13.0
2	CELL FREQ	21	23	12	6	7	2	4	75
	P/C ROW	28.0	30.7	16.0	8.0	9.3	2.7	5.3	
	P/C COL	42.0	32.9	26.7	27.3	87.5	50.0	50.0	
	P/C TABLE	10.1	11.1	5.8	2.9	3.4	1.0	1.9	36.2
3	CELL FREQ	19	28	17	8	0	1	1	74
	P/C ROW	25.7	37.8	23.0	10.8	0.0	1.4	1.4	
	P/C COL	38.0	40.0	37.8	36.4	0.0	25.0	12.5	
	P/C TABLE	9.2	13.5	8.2	3.9	0.0	0.5	0.5	35.7
4	CELL FREQ	6	9	11	3	0	0	2	31
	P/C ROW	19.4	29.0	35.5	9.7	0.0	0.0	6.5	
	P/C COL	12.0	12.9	24.4	13.6	0.0	0.0	25.0	
	P/C TABLE	2.9	4.3	5.3	1.4	0.0	0.0	1.0	15.0
	TL COL FRQ	50	70	45	22	8	4	8	207
	P/C TABLE	24.15	33.82	21.74	10.63	3.86	1.93	3.86	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 32. MANY DIFFERENT CONCURRENT ACTIVITIES IN A CLASSROOM ACTUALLY HINDER THE PRODUCTIVE LEARNING BEHAVIOR IN CHILDREN.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	0	0	2	5	16	3	27
	P/C ROW	3.7	0.0	0.0	7.4	18.5	59.3	11.1	
	P/C COL	14.3	0.0	0.0	22.2	13.5	22.2	5.3	
	P/C TABLE	0.5	0.0	0.0	1.0	2.4	7.8	1.5	13.1
2	CELL FREQ	2	5	13	4	14	21	18	77
	P/C ROW	2.6	6.5	16.9	5.2	18.2	27.3	23.4	
	P/C COL	28.6	62.5	81.3	44.4	37.8	29.2	31.6	
	P/C TABLE	1.0	2.4	6.3	1.9	6.8	10.2	8.7	37.4
3	CELL FREQ	3	1	1	3	15	27	24	74
	P/C ROW	4.1	1.4	1.4	4.1	20.3	36.5	32.4	
	P/C COL	42.9	12.5	6.3	33.3	40.5	37.5	42.1	
	P/C TABLE	1.5	0.5	0.5	1.5	7.3	13.1	11.7	35.9
4	CELL FREQ	1	2	2	0	3	8	12	28
	P/C ROW	3.6	7.1	7.1	0.0	10.7	28.6	42.9	
	P/C COL	14.3	25.0	12.5	0.0	8.1	11.1	21.1	
	P/C TABLE	0.5	1.0	1.0	0.0	1.5	3.9	5.8	13.6
	TL CEL FRQ	7	8	16	9	37	72	57	206
	P/C TABLE	3.40	3.88	7.77	4.37	17.96	34.95	27.67	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 33. SCHOOLS SHOULD ALLOW THE CHILD TO BE FREE TO EXPERIENCE THE WORLD AROUND HIM IN HIS OWN WAY.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	9	11	1	2	0	0	27
	P/C ROW	14.8	33.3	40.7	3.7	7.4	0.0	0.0	
	P/C COL	10.0	14.3	19.3	9.1	7.7	0.0	0.0	
	P/C TABLE	1.9	4.3	5.3	0.5	1.0	0.0	0.0	13.0
2	CELL FREQ	11	18	21	5	16	4	2	77
	P/C ROW	14.3	23.4	27.3	6.5	20.8	5.2	2.6	
	P/C COL	27.5	28.6	36.8	45.5	61.5	66.7	40.0	
	P/C TABLE	5.3	8.7	10.1	2.4	7.7	1.9	1.0	37.0
3	CELL FREQ	20	21	18	4	5	2	3	73
	P/C ROW	27.4	28.8	24.7	5.5	6.8	2.7	4.1	
	P/C COL	50.0	33.3	31.6	36.4	19.2	33.3	60.0	
	P/C TABLE	9.6	10.1	8.7	1.9	2.4	1.0	1.4	35.1
4	CELL FREQ	5	15	7	1	3	0	0	31
	P/C ROW	16.1	48.4	22.6	3.2	9.7	0.0	0.0	
	P/C COL	12.5	23.8	12.3	9.1	11.5	0.0	0.0	
	P/C TABLE	2.4	7.2	3.4	0.5	1.4	0.0	0.0	14.9
	TL COL FRQ	40	63	57	11	26	6	5	208
	P/C TABLE	19.23	30.29	27.40	5.29	12.50	2.88	2.40	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 34. FOR LEARNING TO BE MORE LASTING, PARENTS NEED TO REINFORCE THOSE BEHAVIORS

THE SCHOOLS ARE TEACHING.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	10	15	1	0	1	0	0	27
	P/C ROW	37.0	55.6	3.7	0.0	3.7	0.0	0.0	
	P/C COL	9.3	22.4	5.0	0.0	16.7	0.0	0.0	
	P/C TABLE	4.8	7.2	0.5	0.0	0.5	0.0	0.0	12.9
2	CELL FREQ	41	22	8	2	4	1	0	78
	P/C ROW	52.6	28.2	10.3	2.6	5.1	1.3	0.0	
	P/C COL	38.0	32.8	40.0	50.0	66.7	33.3	0.0	
	P/C TABLE	19.6	10.5	3.8	1.0	1.9	0.5	0.0	37.3
3	CELL FREQ	38	23	6	2	1	2	1	73
	P/C ROW	52.1	31.5	8.2	2.7	1.4	2.7	1.4	
	P/C COL	35.2	34.3	30.0	50.0	16.7	66.7	100.0	
	P/C TABLE	18.2	11.0	2.9	1.0	0.5	1.0	0.5	34.9
4	CELL FREQ	19	7	5	0	0	0	0	31
	P/C ROW	61.3	22.6	16.1	0.0	0.0	0.0	0.0	
	P/C COL	17.6	10.4	25.0	0.0	0.0	0.0	0.0	
	P/C TABLE	9.1	3.3	2.4	0.0	0.0	0.0	0.0	14.8
	TL COL FRQ	108	67	20	4	6	3	1	209
	P/C TABLE	51.67	32.06	9.57	1.91	2.87	1.44	0.48	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 35. DAILY COMPULSORY SCHOOL ATTENDANCE IS VITAL FOR EVERY CHILD, WHETHER HE WANTS TO BE IN SCHOOL OR NOT.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	6	4	5	1	8	1	2	27
	P/C ROW	22.2	14.8	18.5	3.7	29.6	3.7	7.4	
	P/C COL	12.8	8.0	13.9	4.5	25.8	6.3	25.0	
	P/C TABLE	2.9	1.9	2.4	0.5	3.8	0.5	1.0	12.9
2	CELL FREQ	16	17	13	10	9	9	4	78
	P/C ROW	20.5	21.8	16.7	12.8	11.5	11.5	5.1	
	P/C COL	34.0	34.0	36.1	45.5	29.0	56.3	50.0	
	P/C TABLE	7.6	8.1	6.2	4.8	4.3	4.3	1.9	37.1
3	CELL FREQ	18	20	15	5	12	2	2	74
	P/C ROW	24.3	27.0	20.3	6.8	16.2	2.7	2.7	
	P/C COL	38.3	40.0	41.7	22.7	38.7	12.5	25.0	
	P/C TABLE	8.6	9.5	7.1	2.4	5.7	1.0	1.0	35.2
4	CELL FREQ	7	9	3	6	2	4	0	31
	P/C ROW	22.6	29.0	9.7	19.4	6.5	12.9	0.0	
	P/C COL	14.9	18.0	8.3	27.3	6.5	25.0	0.0	
	P/C TABLE	3.3	4.3	1.4	2.9	1.0	1.9	0.0	14.8
	TL COL FRQ	47	50	36	22	31	16	8	210
	P/C TABLE	22.38	23.81	17.14	10.48	14.76	7.62	3.81	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 36. SCHOOLS SHOULD TEACH STUDENTS THE TECHNIQUES OF TAKING TESTS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	13	6	0	3	0	1	27
	P/C ROW	14.8	48.1	22.2	0.0	11.1	0.0	3.7	
	P/C COL	7.0	17.8	18.8	0.0	23.1	0.0	16.7	
	P/C TABLE	1.9	6.3	2.9	0.0	1.4	0.0	0.5	13.0
2	CELL FREQ	21	25	12	11	3	4	2	78
	P/C ROW	26.9	32.1	15.4	14.1	3.8	5.1	2.6	
	P/C COL	36.8	34.2	37.5	55.0	23.1	57.1	33.3	
	P/C TABLE	10.1	12.0	5.8	5.3	1.4	1.9	1.0	37.5
3	CELL FREQ	24	26	8	7	7	1	1	74
	P/C ROW	32.4	35.1	10.8	9.5	9.5	1.4	1.4	
	P/C COL	42.1	35.6	25.0	35.0	53.8	14.3	16.7	
	P/C TABLE	11.5	12.5	3.8	3.4	3.4	0.5	0.5	35.6
4	CELL FREQ	8	9	6	2	0	2	2	29
	P/C ROW	27.6	31.0	20.7	6.9	0.0	6.9	6.9	
	P/C COL	14.0	12.3	18.8	10.0	0.0	28.6	33.3	
	P/C TABLE	3.8	4.3	2.9	1.0	0.0	1.0	1.0	13.9
	TL COL FRQ	57	73	32	20	13	7	6	208
	P/C TABLE	27.40	35.10	15.38	9.62	6.25	3.37	2.88	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 37. TEACHERS SHOULD BE LESS CONCERNED ABOUT STUDENTS COVERING MATERIAL IN A GIVEN CURRICULUM.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	7	8	0	4	3	1	26
	P/C ROW	11.5	26.9	30.8	0.0	15.4	11.5	3.8	
	P/C COL	13.6	13.7	16.3	0.0	10.3	15.0	8.3	
	P/C TABLE	1.4	3.4	3.8	0.0	1.9	1.4	0.5	12.5
2	CELL FREQ	9	17	13	6	19	9	5	78
	P/C ROW	11.5	21.8	16.7	7.7	24.4	11.5	6.4	
	P/C COL	40.9	33.3	26.5	40.0	48.7	45.0	41.7	
	P/C TABLE	4.3	8.2	6.3	2.9	9.1	4.3	2.4	37.5
3	CELL FREQ	5	21	20	6	13	5	3	73
	P/C ROW	6.8	28.8	27.4	8.2	17.8	6.8	4.1	
	P/C COL	22.7	41.2	40.8	40.0	33.3	25.0	25.0	
	P/C TABLE	2.4	10.1	9.6	2.9	6.3	2.4	1.4	35.1
4	CELL FREQ	5	6	8	3	3	3	3	31
	P/C ROW	16.1	19.4	25.8	9.7	9.7	9.7	9.7	
	P/C COL	22.7	11.8	16.3	20.0	7.7	15.0	25.0	
	P/C TABLE	2.4	2.9	3.8	1.4	1.4	1.4	1.4	14.9
	TL COL FRQ	22	51	49	15	39	20	12	208
	P/C TABLE	10.58	24.52	23.56	7.21	18.75	9.62	5.77	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 38. WHEN MORE THAN THIRTY STUDENTS ARE GROUPED TOGETHER IN THE SAME PHYSICAL AREA, THE AMOUNT OF LEARNING THAT CAN TAKE PLACE DECREASES.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	8	3	4	3	5	3	1	27
	P/C ROW	29.6	11.1	14.8	11.1	18.5	11.1	3.7	
	P/C COL	11.0	11.5	16.7	10.3	19.2	21.4	7.1	
	P/C TABLE	3.9	1.5	1.9	1.5	2.4	1.5	0.5	13.1
2	CELL FREQ	31	10	9	8	9	6	3	76
	P/C ROW	40.8	13.2	11.8	10.5	11.8	7.9	3.9	
	P/C COL	42.5	38.5	37.5	27.6	34.6	42.9	21.4	
	P/C TABLE	15.0	4.9	4.4	3.9	4.4	2.9	1.5	36.9
3	CELL FREQ	27	10	8	8	7	5	7	72
	P/C ROW	37.5	13.9	11.1	11.1	9.7	6.9	9.7	
	P/C COL	37.0	38.5	33.3	27.6	26.9	35.7	50.0	
	P/C TABLE	13.1	4.9	3.9	3.9	3.4	2.4	3.4	35.0
4	CELL FREQ	7	3	3	10	5	0	3	31
	P/C ROW	22.6	9.7	9.7	32.3	16.1	0.0	9.7	
	P/C COL	9.6	11.5	12.5	34.5	19.2	0.0	21.4	
	P/C TABLE	3.4	1.5	1.5	4.9	2.4	0.0	1.5	15.0
	TL COL FRQ	73	26	24	29	26	14	14	206
	P/C TABLE	35.44	12.62	11.65	14.08	12.62	6.80	6.80	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 39. TEACHERS SHOULD ALLOW CHILDREN MUCH MORE FREEDOM TO CHOOSE THEIR OWN

LEARNING ACTIVITIES DURING THE DAY.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	2	6	13	0	3	2	1	27
	P/C ROW	7.4	22.2	48.1	0.0	11.1	7.4	3.7	
	P/C COL	5.0	12.5	20.6	0.0	10.0	22.2	14.3	
	P/C TABLE	1.0	2.9	6.3	0.0	1.4	1.0	0.5	13.0
2	CELL FREQ	10	15	26	5	14	4	3	77
	P/C ROW	13.0	19.5	33.8	6.5	18.2	5.2	3.9	
	P/C COL	25.0	31.3	41.3	45.5	46.7	44.4	42.9	
	P/C TABLE	4.8	7.2	12.5	2.4	6.7	1.9	1.4	37.0
3	CELL FREQ	23	14	16	4	10	3	3	73
	P/C ROW	31.5	19.2	21.9	5.5	13.7	4.1	4.1	
	P/C COL	57.5	29.2	25.4	36.4	33.3	33.3	42.9	
	P/C TABLE	11.1	6.7	7.7	1.9	4.8	1.4	1.4	35.1
4	CELL FREQ	5	13	8	2	3	0	0	31
	P/C ROW	16.1	41.9	25.8	6.5	9.7	0.0	0.0	
	P/C COL	12.5	27.1	12.7	18.2	10.0	0.0	0.0	
	P/C TABLE	2.4	6.3	3.8	1.0	1.4	0.0	0.0	14.9
	TL COL FRQ	40	48	63	11	30	9	7	208
	P/C TABLE	19.23	23.08	30.29	5.29	14.42	4.33	3.37	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 40. DAILY TIME SCHEDULES ARE NECESSARY IN SCHOOL OPERATIONS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	*CELL FREQ	0	5	4	3	5	5	3	25
	*P/C ROW	0.0	20.0	16.0	12.0	20.0	20.0	12.0	
	*P/C COL	0.0	13.9	8.9	16.7	13.9	15.6	12.5	
	*P/C TABLE	0.0	2.4	1.9	1.5	2.4	2.4	1.5	12.1
2	*CELL FREQ	10	14	16	5	14	11	7	77
	*P/C ROW	13.0	18.2	20.8	6.5	18.2	14.3	9.1	
	*P/C COL	66.7	38.9	35.6	27.8	38.9	34.4	29.2	
	*P/C TABLE	4.9	6.8	7.8	2.4	6.8	5.3	3.4	37.4
3	*CELL FREQ	4	8	19	7	11	12	12	73
	*P/C ROW	5.5	11.0	26.0	9.6	15.1	16.4	16.4	
	*P/C COL	26.7	22.2	42.2	38.9	30.6	37.5	50.0	
	*P/C TABLE	1.9	3.9	9.2	3.4	5.3	5.8	5.8	35.4
4	*CELL FREQ	1	9	6	3	6	4	2	31
	*P/C ROW	3.2	29.0	19.4	9.7	19.4	12.9	6.5	
	*P/C COL	6.7	25.0	13.3	16.7	16.7	12.5	8.3	
	*P/C TABLE	0.5	4.4	2.9	1.5	2.9	1.9	1.0	15.0
	TL COL FRQ	15	36	45	18	36	32	24	206
	P/C TABLE	7.28	17.48	21.84	8.74	17.48	15.53	11.65	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 41. GRADES ARE THE MOST EFFECTIVE WAYS TO MOTIVATE STUDENTS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	3	1	2	8	6	7	27
	P/C ROW	0.0	11.1	3.7	7.4	29.6	22.2	25.9	
	P/C COL	0.0	50.0	14.3	14.3	20.5	10.0	8.7	
	P/C TABLE	0.0	1.4	0.5	1.0	3.8	2.9	3.3	12.9
2	CELL FREQ	1	0	3	6	16	25	26	77
	P/C ROW	1.3	0.0	3.9	7.8	20.8	32.5	33.8	
	P/C COL	33.3	0.0	42.9	42.9	41.0	41.7	32.5	
	P/C TABLE	0.5	0.0	1.4	2.9	7.7	12.0	12.4	36.8
3	CELL FREQ	2	1	1	4	12	18	36	74
	P/C ROW	2.7	1.4	1.4	5.4	16.2	24.3	48.6	
	P/C COL	66.7	16.7	14.3	28.6	30.8	30.0	45.0	
	P/C TABLE	1.0	0.5	0.5	1.9	5.7	8.6	17.2	35.4
4	CELL FREQ	0	2	2	2	3	11	11	31
	P/C ROW	0.0	6.5	6.5	6.5	9.7	35.5	35.5	
	P/C COL	0.0	33.3	28.6	14.3	7.7	18.3	13.7	
	P/C TABLE	0.0	1.0	1.0	1.0	1.4	5.3	5.3	14.8
	TL COL FRQ	3	6	7	14	39	60	80	209
	P/C TABLE	1.44	2.87	3.35	6.70	18.66	28.71	38.28	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 42. TEACHERS SHOULD BE MORE CONCERNED ABOUT STUDENTS DEFINING AND PURSUING THEIR OWN GOALS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	5	11	10	0	1	0	0	27
	P/C ROW	18.5	40.7	37.0	0.0	3.7	0.0	0.0	
	P/C COL	10.4	14.1	17.9	0.0	10.0	0.0	0.0	
	P/C TABLE	2.4	5.2	4.8	0.0	0.5	0.0	0.0	12.9
2	CELL FREQ	16	23	23	8	6	1	1	78
	P/C ROW	20.5	29.5	29.5	10.3	7.7	1.3	1.3	
	P/C COL	33.3	29.5	41.1	61.5	60.0	33.3	50.0	
	P/C TABLE	7.6	11.0	11.0	3.8	2.9	0.5	0.5	37.1
3	CELL FREQ	20	25	19	4	3	2	1	74
	P/C ROW	27.0	33.8	25.7	5.4	4.1	2.7	1.4	
	P/C COL	41.7	32.1	33.9	30.8	30.0	66.7	50.0	
	P/C TABLE	9.5	11.9	9.0	1.9	1.4	1.0	0.5	35.2
4	CELL FREQ	7	19	4	1	0	0	0	31
	P/C ROW	22.6	61.3	12.9	3.2	0.0	0.0	0.0	
	P/C COL	14.6	24.4	7.1	7.7	0.0	0.0	0.0	
	P/C TABLE	3.3	9.0	1.9	0.5	0.0	0.0	0.0	14.8
	TL COL FRQ	48	78	56	13	10	3	2	210
	P/C TABLE	22.86	37.14	26.67	6.19	4.76	1.43	0.95	

ROWS REPRESENT- 7/. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 43. MOST SCHOOLS TODAY DO NOT PUT THE EMPHASIS UPON THE CHILD LEARNING, BUT

RATHER ON THE TEACHER TEACHING.
1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	7	6	1	4	6	3	27
	P/C ROW	0.0	25.9	22.2	3.7	14.8	22.2	11.1	
	P/C COL	0.0	14.6	16.7	7.1	11.4	19.4	15.8	
	P/C TABLE	0.0	3.4	2.9	0.5	1.9	2.9	1.5	13.1
2	CELL FREQ	11	13	12	6	13	11	9	75
	P/C ROW	14.7	17.3	16.0	8.0	17.3	14.7	12.0	
	P/C COL	47.8	27.1	33.3	42.9	37.1	35.5	47.4	
	P/C TABLE	5.3	6.3	5.8	2.9	6.3	5.3	4.4	36.4
3	CELL FREQ	9	15	11	7	13	12	6	73
	P/C ROW	12.3	20.5	15.1	9.6	17.8	16.4	8.2	
	P/C COL	39.1	31.3	30.6	50.0	37.1	38.7	31.6	
	P/C TABLE	4.4	7.3	5.3	3.4	6.3	5.8	2.9	35.4
4	CELL FREQ	3	13	7	0	5	2	1	31
	P/C ROW	9.7	41.9	22.6	0.0	16.1	6.5	3.2	
	P/C COL	13.0	27.1	19.4	0.0	14.3	6.5	5.3	
	P/C TABLE	1.5	6.3	3.4	0.0	2.4	1.0	0.5	15.0
	TL COL FRQ	23	48	36	14	35	31	19	206
	P/C TABLE	11.17	23.30	17.48	6.80	16.99	15.05	9.22	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 44. PUPILS CAN BEHAVE THEMSELVES WITHOUT CONSTANT SUPERVISION.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	4	12	1	4	3	0	27
	P/C ROW	11.1	14.8	44.4	3.7	14.8	11.1	0.0	
	P/C COL	13.6	6.6	17.9	9.1	16.0	20.0	0.0	
	P/C TABLE	1.4	1.9	5.7	0.5	1.9	1.4	0.0	12.9
2	CELL FREQ	10	19	24	2	10	8	5	78
	P/C ROW	12.8	24.4	30.8	2.6	12.8	10.3	6.4	
	P/C COL	45.5	31.1	35.8	18.2	40.0	53.3	62.5	
	P/C TABLE	4.8	9.1	11.5	1.0	4.8	3.8	2.4	37.3
3	CELL FREQ	6	29	21	4	8	4	1	73
	P/C ROW	8.2	39.7	28.8	5.5	11.0	5.5	1.4	
	P/C COL	27.3	47.5	31.3	36.4	32.0	26.7	12.5	
	P/C TABLE	2.9	13.9	10.0	1.9	3.8	1.9	0.5	34.9
4	CELL FREQ	3	9	10	4	3	0	2	31
	P/C ROW	9.7	29.0	32.3	12.9	9.7	0.0	6.5	
	P/C COL	13.6	14.8	14.9	36.4	12.0	0.0	25.0	
	P/C TABLE	1.4	4.3	4.8	1.9	1.4	0.0	1.0	14.8
	TL COL FRQ	22	61	67	11	25	15	8	209
	P/C TABLE	10.53	29.19	32.06	5.26	11.96	7.18	3.83	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 45. AS INSTRUCTIONAL LEADERS OF SCHOOLS, PRINCIPALS SHOULD SPEND MUCH MORE TIME IN THE CLASSROOM.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	7	4	4	4	4	0	27
	P/C ROW	14.8	25.9	14.8	14.8	14.8	14.8	0.0	
	P/C COL	7.0	12.7	9.1	25.0	25.0	28.6	0.0	
	P/C TABLE	1.9	3.3	1.9	1.9	1.9	1.9	0.0	12.9
2	CELL FREQ	19	20	16	6	7	5	4	77
	P/C ROW	24.7	26.0	20.8	7.8	9.1	6.5	5.2	
	P/C COL	33.3	36.4	36.4	37.5	43.8	35.7	57.1	
	P/C TABLE	9.1	9.6	7.7	2.9	3.3	2.4	1.9	36.8
3	CELL FREQ	22	17	22	4	5	1	3	74
	P/C ROW	29.7	23.0	29.7	5.4	6.8	1.4	4.1	
	P/C COL	38.6	30.9	50.0	25.0	31.3	7.1	42.9	
	P/C TABLE	10.5	8.1	10.5	1.9	2.4	0.5	1.4	35.4
4	CELL FREQ	12	11	2	2	0	4	0	31
	P/C ROW	38.7	35.5	6.5	6.5	0.0	12.9	0.0	
	P/C COL	21.1	20.0	4.5	12.5	0.0	28.6	0.0	
	P/C TABLE	5.7	5.3	1.0	1.0	0.0	1.9	0.0	14.8
	IL COL FRQ	57	55	44	16	16	14	7	209
	P/C TABLE	27.27	26.32	21.05	7.66	7.66	6.70	3.35	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 46. IN LEARNING, FAILURE IS AS IMPORTANT AS SUCCESS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	11	4	0	4	2	2	27
	P/C ROW	14.8	40.7	14.8	0.0	14.8	7.4	7.4	
	P/C COL	12.5	16.7	11.4	0.0	25.0	9.1	14.3	
	P/C TABLE	2.0	5.5	2.0	0.0	2.0	1.0	1.0	13.4
2	CELL FREQ	15	18	11	6	5	10	5	70
	P/C ROW	21.4	25.7	15.7	8.6	7.1	14.3	7.1	
	P/C COL	46.9	27.3	31.4	37.5	31.3	45.5	35.7	
	P/C TABLE	7.5	9.0	5.5	3.0	2.5	5.0	2.5	34.8
3	CELL FREQ	11	21	14	10	7	5	5	73
	P/C ROW	15.1	28.8	19.2	13.7	9.6	6.8	6.8	
	P/C COL	34.4	31.8	40.0	62.5	43.8	22.7	35.7	
	P/C TABLE	5.5	10.4	7.0	5.0	3.5	2.5	2.5	36.3
4	CELL FREQ	2	16	6	0	0	5	2	31
	P/C ROW	6.5	51.6	19.4	0.0	0.0	16.1	6.5	
	P/C COL	6.3	24.2	17.1	0.0	0.0	22.7	14.3	
	P/C TABLE	1.0	8.0	3.0	0.0	0.0	2.5	1.0	15.4
	TL COL FRQ	32	66	35	16	16	22	14	201
	P/C TABLE	15.92	32.84	17.41	7.96	7.96	10.95	6.97	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 47. GETTING GOOD GRADES SHOULD BE THE MOST IMPORTANT GOAL FOR THE MAJORITY OF OUR YOUTH WHILE THEY ARE IN SCHOOL.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	1	1	0	3	10	12	27
	P/C ROW	0.0	3.7	3.7	0.0	11.1	37.0	44.4	
	P/C COL	0.0	33.3	7.1	0.0	7.0	15.6	15.4	
	P/C TABLE	0.0	0.5	0.5	0.0	1.4	4.8	5.8	13.0
2	CELL FREQ	1	1	3	1	21	18	31	76
	P/C ROW	1.3	1.3	3.9	1.3	27.6	23.7	40.8	
	P/C COL	33.3	33.3	21.4	33.3	48.8	28.1	39.7	
	P/C TABLE	0.5	0.5	1.4	0.5	10.1	8.7	14.9	36.5
3	CELL FREQ	1	0	5	1	17	24	26	74
	P/C ROW	1.4	0.0	6.8	1.4	23.0	32.4	35.1	
	P/C COL	33.3	0.0	35.7	33.3	39.5	37.5	33.3	
	P/C TABLE	0.5	0.0	2.4	0.5	8.2	11.5	12.5	35.6
4	CELL FREQ	1	1	5	1	2	12	9	31
	P/C ROW	3.2	3.2	16.1	3.2	6.5	38.7	29.0	
	P/C COL	33.3	33.3	35.7	33.3	4.7	18.8	11.5	
	P/C TABLE	0.5	0.5	2.4	0.5	1.0	5.8	4.3	14.9
	TL COL FRQ	3	3	14	3	43	64	78	208
	P/C TABLE	1.44	1.44	6.73	1.44	20.67	30.77	37.50	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 48. IN MOST CASES, THE EXERTION OF PRESSURE TO LEARN ON CHILDREN WILL NOT ADVERSELY AFFECT THEIR ATTITUDES TOWARD LEARNING.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	2	6	0	9	7	2	27
	P/C ROW	3.7	7.4	22.2	0.0	33.3	25.9	7.4	
	P/C COL	100.0	9.5	16.2	0.0	15.3	14.3	8.0	
	P/C TABLE	0.5	1.0	2.9	0.0	4.3	3.3	1.0	12.9
2	CELL FREQ	0	9	16	8	15	19	8	75
	P/C ROW	0.0	12.0	21.3	10.7	20.0	25.3	10.7	
	P/C COL	0.0	42.9	43.2	44.4	25.4	38.8	32.0	
	P/C TABLE	0.0	4.3	7.6	3.8	7.1	9.0	3.8	35.7
3	CELL FREQ	0	8	12	8	24	16	9	77
	P/C ROW	0.0	10.4	15.6	10.4	31.2	20.8	11.7	
	P/C COL	0.0	38.1	32.4	44.4	40.7	32.7	36.0	
	P/C TABLE	0.0	3.8	5.7	3.8	11.4	7.6	4.3	36.7
4	CELL FREQ	0	2	3	2	11	7	6	31
	P/C ROW	0.0	6.5	9.7	6.5	35.5	22.6	19.4	
	P/C COL	0.0	9.5	8.1	11.1	18.6	14.3	24.0	
	P/C TABLE	0.0	1.0	1.4	1.0	5.2	3.3	2.9	14.8
	TL COL FRQ	1	21	37	18	59	49	25	210
	P/C TABLE	0.48	10.00	17.62	8.57	28.10	23.33	11.90	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 73. ALL CHILDREN SHOULD BE TAUGHT IN OPEN CLASSROOMS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	3	1	4	8	3	7	27
	P/C ROW	3.7	11.1	3.7	14.8	29.6	11.1	25.9	
	P/C COL	8.3	25.0	5.6	19.0	18.6	9.1	12.1	
	P/C TABLE	0.5	1.5	0.5	2.0	4.1	1.5	3.6	13.7
2	CELL FREQ	5	5	8	7	11	8	23	72
	P/C ROW	6.9	6.9	11.1	9.7	15.3	11.1	38.9	
	P/C COL	41.7	41.7	44.4	33.3	25.6	24.2	48.3	
	P/C TABLE	2.5	2.5	4.1	3.6	5.6	4.1	14.2	36.5
3	CELL FREQ	5	3	8	5	19	11	18	69
	P/C ROW	7.2	4.3	11.6	7.2	27.5	15.9	26.1	
	P/C COL	41.7	25.0	44.4	23.8	44.2	33.3	31.0	
	P/C TABLE	2.5	1.5	4.1	2.5	9.6	5.6	9.1	35.0
4	CELL FREQ	1	1	1	5	5	11	5	29
	P/C ROW	3.4	3.4	3.4	17.2	17.2	37.9	17.2	
	P/C COL	8.3	8.3	5.6	23.8	11.6	33.3	8.6	
	P/C TABLE	0.5	0.5	0.5	2.5	2.5	5.6	2.5	14.7
	TL COL FRQ	12	12	18	21	43	33	58	197
	P/C TABLE	6.09	6.09	9.14	10.66	21.83	16.75	29.44	

COLUMNS REPRESENT- 72. CHILDREN IN OPEN CLASSROOMS ARE GENERALLY LESS INHIBITE'.

1= TOTALLY ADEQUATE 2= ADEQUATE 3= SOMEWHAT ADEQUATE 4= UNDECIDED
5= SOMEWHAT INADEQUATE 6= INADEQUATE 7= TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	8	11	2	3	1	1	1	27
	P/C ROW	29.6	40.7	7.4	11.1	3.7	3.7	3.7	
	P/C COL	11.0	14.5	6.5	27.3	12.5	100.0	33.3	
	P/C TABLE	3.9	5.4	1.0	1.5	0.5	0.5	0.5	13.3
2	CELL FREQ	24	28	14	3	6	0	0	75
	P/C ROW	32.0	37.3	18.7	4.0	8.0	0.0	0.0	
	P/C COL	32.9	36.8	45.2	27.3	75.0	0.0	0.0	
	P/C TABLE	11.8	13.8	6.9	1.5	3.0	0.0	0.0	36.9
3	CELL FREQ	26	29	11	4	1	0	2	73
	P/C ROW	35.6	39.7	15.1	5.5	1.4	0.0	2.7	
	P/C COL	35.6	38.2	35.5	36.4	12.5	0.0	66.7	
	P/C TABLE	12.8	14.3	5.4	2.0	0.5	0.0	1.0	36.0
4	CELL FREQ	15	8	4	1	0	0	0	28
	P/C ROW	53.6	28.6	14.3	3.6	0.0	0.0	0.0	
	P/C COL	20.5	10.5	12.9	9.1	0.0	0.0	0.0	
	P/C TABLE	7.4	3.9	2.0	0.5	0.0	0.0	0.0	13.8
	TL COL FRQ	73	76	31	11	8	1	3	203
	P/C TABLE	35.96	37.44	15.27	5.42	3.94	0.49	1.48	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 71. FOLLOW-THROUGH TENDS TO ENCOURAGE THE TALENTS AND CREATIVITY OF CHILDREN.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	5	11	6	2	1	1	0	26
	P/C ROW	19.2	42.3	23.1	7.7	3.8	3.8	0.0	
	P/C COL	8.1	14.9	12.2	26.6	25.0	20.0	0.0	
	P/C TABLE	2.4	5.4	2.9	1.0	0.5	0.5	0.0	12.7
2	CELL FREQ	20	21	24	3	2	2	3	75
	P/C ROW	26.7	28.0	32.0	4.0	2.7	2.7	4.0	
	P/C COL	32.3	28.4	49.0	42.9	50.0	40.0	75.0	
	P/C TABLE	9.8	10.2	11.7	1.5	1.0	1.0	1.5	36.6
3	CELL FREQ	28	27	14	1	1	2	1	74
	P/C ROW	37.8	36.5	18.9	1.4	1.4	2.7	1.4	
	P/C COL	45.2	36.5	28.6	14.3	25.0	40.0	25.0	
	P/C TABLE	13.7	13.2	6.8	0.5	0.5	1.0	0.5	36.1
4	CELL FREQ	9	15	5	1	0	0	0	30
	P/C ROW	30.0	50.0	16.7	3.3	0.0	0.0	0.0	
	P/C COL	14.5	20.3	10.2	14.3	0.0	0.0	0.0	
	P/C TABLE	4.4	7.3	2.4	0.5	0.0	0.0	0.0	14.6
	TL CEL FRQ	62	74	49	7	4	5	4	205
	P/C TABLE	30.24	36.10	23.90	3.41	1.95	2.44	1.95	

COLUMNS REPRESENT- 70. OPEN CLASSES ARE BETTER SUITED TO MEET THE NEEDS OF CHILDREN.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	8	11	2	1	0	0	26
	P/C ROW	15.4	30.8	42.3	7.7	3.8	0.0	0.0	
	P/C COL	6.3	15.1	30.6	8.7	4.8	0.0	0.0	
	P/C TABLE	2.0	3.9	5.4	1.0	0.5	0.0	0.0	12.8
2	CELL FREQ	22	18	9	9	13	0	4	75
	P/C ROW	29.3	24.0	12.0	12.0	17.3	0.0	5.3	
	P/C COL	34.9	34.0	25.0	39.1	61.9	0.0	66.7	
	P/C TABLE	10.8	8.9	4.4	4.4	6.4	0.0	2.0	36.9
3	CELL FREQ	27	15	11	10	7	1	2	73
	P/C ROW	37.0	20.5	15.1	13.7	9.6	1.4	2.7	
	P/C COL	42.9	28.3	30.6	43.5	33.3	100.0	33.3	
	P/C TABLE	13.3	7.4	5.4	4.9	3.4	0.5	1.0	36.0
4	CELL FREQ	10	12	5	2	0	0	0	29
	P/C ROW	34.5	41.4	17.2	6.9	0.0	0.0	0.0	
	P/C COL	15.9	22.6	13.9	8.7	0.0	0.0	0.0	
	P/C TABLE	4.9	5.9	2.5	1.0	0.0	0.0	0.0	14.3
	TL COL FRQ	63	53	36	23	21	1	6	203
	P/C TABLE	31.03	26.11	17.73	11.33	10.34	0.49	2.96	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 69. MOST YOUNGSTERS ARE COMFORTABLE IN AN OPEN CLASSROOM SETTING.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	15	5	1	2	1	0	27
	P/C ROW	11.1	55.6	18.5	3.7	7.4	3.7	0.0	
	P/C COL	6.4	18.1	10.4	7.7	25.0	33.3	0.0	
	P/C TABLE	1.5	7.3	2.4	0.5	1.0	0.5	0.0	13.2
2	CELL FREQ	20	28	17	5	3	1	2	76
	P/C ROW	26.3	36.8	22.4	6.6	3.9	1.3	2.6	
	P/C COL	42.6	33.7	35.4	38.5	37.5	33.3	66.7	
	P/C TABLE	9.8	13.7	8.3	2.4	1.5	0.5	1.0	37.1
3	CELL FREQ	20	24	18	6	3	1	1	73
	P/C ROW	27.4	32.9	24.7	8.2	4.1	1.4	1.4	
	P/C COL	42.6	28.9	37.5	46.2	37.5	33.3	33.3	
	P/C TABLE	9.8	11.7	8.8	2.9	1.5	0.5	0.5	35.6
4	CELL FREQ	4	16	8	1	0	0	0	29
	P/C ROW	13.8	55.2	27.6	3.4	0.0	0.0	0.0	
	P/C COL	8.5	19.3	16.7	7.7	0.0	0.0	0.0	
	P/C TABLE	2.0	7.8	3.9	0.5	0.0	0.0	0.0	14.1
	TL COL FRQ	47	83	48	13	8	3	3	205
	P/C TABLE	22.93	40.49	23.41	6.34	3.90	1.46	1.46	

COLUMNS REPRESENT- 68. FOLLOW-THROUGH CLASSES SEEM TO DIMINISH DISCIPLINE PROBLEMS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	6	10	1	2	3	3	26
	P/C ROW	3.8	23.1	38.5	3.8	7.7	11.5	11.5	
	P/C COL	3.1	15.4	16.9	7.7	8.3	15.8	15.8	
	P/C TABLE	0.5	2.9	4.9	0.5	1.0	1.5	1.5	12.7
2	CELL FREQ	9	16	19	4	11	6	9	74
	P/C ROW	12.2	21.6	25.7	5.4	14.9	8.1	12.2	
	P/C COL	26.1	41.0	32.2	30.8	45.8	31.6	47.4	
	P/C TABLE	4.4	7.8	9.3	2.0	5.4	2.9	4.4	36.1
3	CELL FREQ	15	11	21	5	8	8	7	75
	P/C ROW	20.0	14.7	28.0	6.7	10.7	10.7	9.3	
	P/C COL	46.9	28.2	35.6	38.5	33.3	42.1	36.8	
	P/C TABLE	7.3	5.4	10.2	2.4	3.9	3.9	3.4	36.6
4	CELL FREQ	7	6	9	3	3	2	0	30
	P/C ROW	23.3	20.0	30.0	10.0	10.0	6.7	0.0	
	P/C COL	21.9	15.4	15.3	23.1	12.5	10.5	0.0	
	P/C TABLE	3.4	2.9	4.4	1.5	1.5	1.0	0.0	14.6
	TL CEL FRQ	32	39	59	13	24	19	19	205
	P/C TABLE	15.61	19.02	28.78	6.34	11.71	9.27	9.27	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 67. CHILDREN IN FOLLOW-THROUGH CLASSES SEEM TO ENJOY SCHOOL MORE THAN IN TRADITIONAL SETTINGS.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	5	9	5	6	1	1	0	27
	P/C ROW	18.5	33.3	18.5	22.2	3.7	3.7	0.0	
	P/C COL	6.3	16.4	13.9	31.6	10.0	25.0	0.0	
	P/C TABLE	2.4	4.3	2.4	2.9	0.5	0.5	0.0	13.0
2	CELL FREQ	25	23	11	6	5	3	3	76
	P/C ROW	32.9	30.3	14.5	7.9	6.6	3.9	3.9	
	P/C COL	31.3	41.8	30.6	31.6	50.0	75.0	100.0	
	P/C TABLE	12.1	11.1	5.3	2.9	2.4	1.4	1.4	36.7
3	CELL FREQ	34	18	14	5	3	0	0	74
	P/C ROW	45.9	24.3	18.9	6.8	4.1	0.0	0.0	
	P/C COL	42.5	32.7	38.9	26.3	30.0	0.0	0.0	
	P/C TABLE	16.4	8.7	6.8	2.4	1.4	0.0	0.0	35.7
4	CELL FREQ	16	5	6	2	1	0	0	30
	P/C ROW	53.3	16.7	20.0	6.7	3.3	0.0	0.0	
	P/C COL	20.0	9.1	16.7	10.5	10.0	0.0	0.0	
	P/C TABLE	7.7	2.4	2.9	1.0	0.5	0.0	0.0	14.5
	TL COL FRQ	80	55	36	19	10	4	3	207
	P/C TABLE	38.65	26.57	17.39	9.18	4.83	1.93	1.45	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 66. DO YOU FEEL THAT THE SCOPE AND CONDUCT OF THE EVALUATION WAS APPROPRIATE TO THE FOLLOW-THROUGH PROGRAM

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	5	4	6	2	2	2	24
	P/C ROW	12.5	20.8	16.7	25.0	8.3	8.3	8.3	
	P/C COL	21.4	8.8	11.1	17.1	20.0	10.0	11.1	
	P/C TABLE	1.6	2.6	2.1	3.2	1.1	1.1	1.1	12.6
2	CELL FREQ	4	28	7	12	4	6	8	69
	P/C ROW	5.8	40.6	10.1	17.4	5.8	8.7	11.6	
	P/C COL	28.6	49.1	19.4	34.3	40.0	30.0	44.4	
	P/C TABLE	2.1	14.7	3.7	6.3	2.1	3.2	4.2	36.3
3	CELL FREQ	4	12	21	11	3	10	7	68
	P/C ROW	5.9	17.6	30.9	16.2	4.4	14.7	10.3	
	P/C COL	28.6	21.1	58.3	31.4	30.0	50.0	38.9	
	P/C TABLE	2.1	6.3	11.1	5.8	1.6	5.3	3.7	35.8
4	CELL FREQ	3	12	4	6	1	2	1	29
	P/C ROW	10.3	41.4	13.8	20.7	3.4	6.9	3.4	
	P/C COL	21.4	21.1	11.1	17.1	10.0	10.0	5.6	
	P/C TABLE	1.6	6.3	2.1	3.2	0.5	1.1	0.5	15.3
	TL COL FRQ	14	57	36	35	10	20	18	190
	P/C TABLE	7.37	30.00	18.95	18.42	5.26	10.53	9.47	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 65. F. AVAILABILITY OF REPLACEMENTS FOR WORN-OUT OR LOST MATERIALS

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	4	1	3	3	8	8	27
	P/C ROW	0.0	14.8	3.7	11.1	11.1	29.6	29.6	
	P/C COL	0.0	26.7	14.3	37.5	13.0	15.4	7.9	
	P/C TABLE	0.0	1.9	0.5	1.4	1.4	3.9	3.9	13.0
2	CELL FREQ	0	0	3	3	8	20	39	73
	P/C ROW	0.0	0.0	4.1	4.1	11.0	27.4	53.4	
	P/C COL	0.0	0.0	42.9	37.5	34.8	38.5	38.6	
	P/C TABLE	0.0	0.0	1.4	1.4	3.9	9.7	18.8	35.3
3	CELL FREQ	0	10	2	2	8	16	39	77
	P/C ROW	0.0	13.0	2.6	2.6	10.4	20.8	50.6	
	P/C COL	0.0	66.7	28.6	25.0	34.8	30.8	38.6	
	P/C TABLE	0.0	4.8	1.0	1.0	3.9	7.7	18.8	37.2
4	CELL FREQ	1	1	1	0	4	8	15	30
	P/C ROW	3.3	3.3	3.3	0.0	13.3	26.7	50.0	
	P/C COL	100.0	6.7	14.3	0.0	17.4	15.4	14.9	
	P/C TABLE	0.5	0.5	0.5	0.0	1.9	3.9	7.2	14.5
	TL COL FRQ	1	15	7	8	23	52	101	207
	P/C TABLE	0.48	7.25	3.38	3.86	11.11	25.12	48.79	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 64. E. EASY AVAILABILITY OF OUTSIDE RESOURCES

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	5	6	7	TOTALS
1	CELL FREQ	0	5	7	2	4	7	2	27
	P/C ROW	0.0	18.5	25.9	7.4	14.8	25.9	7.4	
	P/C COL	0.0	17.9	18.4	11.1	9.1	14.9	7.4	
	P/C TABLE	0.0	2.4	3.4	1.0	2.0	3.4	1.0	13.2
2	CELL FREQ	0	11	16	4	17	14	11	73
	P/C ROW	0.0	15.1	21.9	5.5	23.3	19.2	15.1	
	P/C COL	0.0	39.3	42.1	22.2	38.6	29.8	40.7	
	P/C TABLE	0.0	5.4	7.8	2.0	8.3	6.8	5.4	35.6
3	CELL FREQ	2	7	11	9	15	21	11	76
	P/C ROW	2.6	9.2	14.5	11.8	19.7	27.6	14.5	
	P/C COL	66.7	25.0	28.9	50.0	34.1	44.7	40.7	
	P/C TABLE	1.0	3.4	5.4	4.4	7.3	10.2	5.4	37.1
4	CELL FREQ	1	5	4	3	8	5	3	29
	P/C ROW	3.4	17.2	13.8	10.3	27.6	17.2	10.3	
	P/C COL	33.3	17.9	10.5	16.7	18.2	10.6	11.1	
	P/C TABLE	0.5	2.4	2.0	1.5	3.9	2.4	1.5	14.1
	TL COL FRQ	3	28	38	18	44	47	27	205
	P/C TABLE	1.46	13.66	18.54	8.78	21.46	22.93	13.17	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 63. D. AVAILABILITY OF NEW AND DIFFERENT MATERIALS AS THE PROGRAM CHANGES

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
	*CELL FREQ	0	6	2	4	4	7	4	27
1	*P/C ROW	0.0	22.2	7.4	14.8	14.8	25.9	14.8	
	*P/C COL	0.0	35.3	10.5	36.4	10.5	12.3	6.9	
	*P/C TABLE	0.0	2.9	1.0	2.0	2.0	3.4	2.0	13.2
	*CELL FREQ	1	5	9	1	10	21	26	73
2	*P/C ROW	1.4	6.8	12.3	1.4	13.7	28.8	35.6	
	*P/C COL	20.0	23.4	47.4	9.1	26.3	36.8	44.8	
	*P/C TABLE	0.5	2.4	4.4	0.5	4.9	10.2	12.7	35.6
	*CELL FREQ	3	4	6	3	19	19	21	75
3	*P/C ROW	4.0	5.3	8.0	4.0	25.3	25.3	28.0	
	*P/C COL	60.0	23.5	31.6	27.3	50.0	33.3	36.2	
	*P/C TABLE	1.5	2.0	2.9	1.5	9.3	9.3	10.2	36.6
	*CELL FREQ	1	2	2	3	5	10	7	30
4	*P/C ROW	3.3	6.7	6.7	10.0	16.7	33.3	23.3	
	*P/C COL	20.0	11.8	10.5	27.3	13.2	17.5	12.1	
	*P/C TABLE	0.5	1.0	1.0	1.5	2.4	4.9	3.4	14.6
	TL COL FRQ	5	17	19	11	38	57	58	205
	P/C TABLE	2.44	8.29	9.27	5.37	18.54	27.80	28.29	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 62. C. DEFINITION OF PARAPROFESSIONAL ROLE AND DUTIES

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	2	3	6	6	4	4	1	26
	P/C ROW	7.7	11.5	23.1	23.1	15.4	15.4	3.8	
	P/C COL	11.8	4.4	15.0	37.5	22.2	16.7	5.0	
	P/C TABLE	1.0	1.5	3.0	3.0	2.0	2.0	0.5	12.8
2	CELL FREQ	6	25	17	3	6	6	10	73
	P/C ROW	8.2	34.2	23.3	4.1	8.2	8.2	13.7	
	P/C COL	35.3	36.8	42.5	18.8	33.3	25.0	50.0	
	P/C TABLE	3.0	12.3	8.4	1.5	3.0	3.0	4.9	36.0
3	CELL FREQ	6	26	15	5	7	11	6	76
	P/C ROW	7.9	34.2	19.7	6.6	9.2	14.5	7.9	
	P/C COL	35.3	38.2	37.5	31.3	38.9	45.8	30.0	
	P/C TABLE	3.0	12.8	7.4	2.5	3.4	5.4	3.0	37.4
4	CELL FREQ	3	14	2	2	1	3	3	28
	P/C ROW	10.7	50.0	7.1	7.1	3.6	10.7	10.7	
	P/C COL	17.6	20.6	5.0	12.5	5.6	12.5	15.0	
	P/C TABLE	1.5	6.9	1.0	1.0	0.5	1.5	1.5	13.8
	TL COL FRQ	17	68	40	16	18	24	20	203
	P/C TABLE	8.37	33.50	19.70	7.88	8.87	11.82	9.85	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 61. B. COMMUNITY ORIENTATION TO THE FOLLOW-THROUGH PROGRAM

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	0	6	7	4	4	4	2	27
	P/C ROW	0.0	22.2	25.9	14.8	14.8	14.8	7.4	
	P/C COL	0.0	15.4	14.9	25.0	8.9	12.9	10.0	
	P/C TABLE	0.0	2.9	3.4	2.0	2.0	2.0	1.0	13.2
2	CELL FREQ	3	12	9	4	26	10	9	73
	P/C ROW	4.1	16.4	12.3	5.5	35.6	13.7	12.3	
	P/C COL	50.0	30.8	19.1	25.0	57.8	32.3	45.0	
	P/C TABLE	1.5	5.9	4.4	2.0	12.7	4.9	4.4	35.8
3	CELL FREQ	3	13	21	4	12	14	7	74
	P/C ROW	4.1	17.6	28.4	5.4	16.2	18.9	9.5	
	P/C COL	50.0	33.3	44.7	25.0	26.7	45.2	35.0	
	P/C TABLE	1.5	6.4	10.3	2.0	5.9	6.9	3.4	36.3
4	CELL FREQ	0	8	10	4	3	3	2	30
	P/C ROW	0.0	26.7	33.3	13.3	10.0	10.0	6.7	
	P/C COL	0.0	20.5	21.3	25.0	6.7	9.7	10.0	
	P/C TABLE	0.0	3.9	4.9	2.0	1.5	1.5	1.0	14.7
	TL COL FRQ	6	39	47	16	45	31	20	204
	P/C TABLE	2.94	19.12	23.04	7.84	22.06	15.20	9.80	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 60. A. PHYSICAL CLASSROOM FACILITIES

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	3	8	1	1	5	7	2	27
	P/C ROW	11.1	29.6	3.7	3.7	18.5	25.9	7.4	
	P/C COL	21.4	11.9	2.9	16.7	16.7	21.9	8.7	
	P/C TABLE	1.4	3.9	0.5	0.5	2.4	3.4	1.0	13.0
2	CELL FREQ	2	21	10	1	12	16	12	74
	P/C ROW	2.7	28.4	13.5	1.4	16.2	21.6	16.2	
	P/C COL	14.3	31.3	28.6	16.7	40.0	50.0	52.2	
	P/C TABLE	1.0	10.1	4.8	0.5	5.8	7.7	5.8	35.7
3	CELL FREQ	4	25	18	3	11	8	7	76
	P/C ROW	5.3	32.9	23.7	3.9	14.5	10.5	9.2	
	P/C COL	28.6	37.3	51.4	50.0	36.7	25.0	30.4	
	P/C TABLE	1.9	12.1	8.7	1.4	5.3	3.9	3.4	36.7
4	CELL FREQ	5	13	6	1	2	1	2	30
	P/C ROW	16.7	43.3	20.0	3.3	6.7	3.3	6.7	
	P/C COL	35.7	19.4	17.1	16.7	6.7	3.1	8.7	
	P/C TABLE	2.4	6.3	2.9	0.5	1.0	0.5	1.0	14.5
	TL COL FRQ	14	67	35	6	30	32	23	207
	P/C TABLE	6.76	32.37	16.91	2.90	14.49	15.46	11.11	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 59. F. ONGOING RESOURCE TEACHER TRAINING SUPPORT

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	4	10	7	2	2	2	0	27
	P/C ROW	14.8	37.0	25.9	7.4	7.4	7.4	0.0	
	P/C COL	23.5	32.3	14.0	10.5	7.4	6.5	0.0	
	P/C TABLE	1.9	4.8	3.4	1.0	1.0	1.0	0.0	13.0
2	CELL FREQ	6	6	14	7	9	12	20	74
	P/C ROW	8.1	8.1	18.9	9.5	12.2	16.2	27.0	
	P/C COL	35.3	19.4	28.0	36.8	33.3	38.7	62.5	
	P/C TABLE	2.9	2.9	6.8	3.4	4.3	5.8	9.7	35.7
3	CELL FREQ	5	11	23	4	12	12	9	76
	P/C ROW	6.6	14.5	30.3	5.3	15.8	15.8	11.8	
	P/C COL	29.4	35.5	46.0	21.1	44.4	38.7	28.1	
	P/C TABLE	2.4	5.3	11.1	1.9	5.8	5.8	4.3	36.7
4	CELL FREQ	2	4	6	6	4	5	3	30
	P/C ROW	6.7	13.3	20.0	20.0	13.3	16.7	10.0	
	P/C COL	11.8	12.9	12.0	31.6	14.8	16.1	9.4	
	P/C TABLE	1.0	1.9	2.9	2.9	1.9	2.4	1.4	14.5
	TL COL FRQ	17	31	50	19	27	31	32	207
	P/C TABLE	8.21	14.98	24.15	9.18	13.04	14.98	15.46	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 58. E. AVAILABLE TIME FOR PLANNING

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	2	1	0	0	6	9	8	26
	P/C ROW	7.7	3.8	0.0	0.0	23.1	34.6	30.8	
	P/C COL	50.0	10.0	0.0	0.0	22.2	18.0	7.6	
	P/C TABLE	1.0	0.5	0.0	0.0	2.9	4.3	3.9	12.6
2	CELL FREQ	0	4	3	1	10	12	44	74
	P/C ROW	0.0	5.4	4.1	1.4	13.5	16.2	59.5	
	P/C COL	0.0	40.0	30.0	100.0	37.0	24.0	41.9	
	P/C TABLE	0.0	1.9	1.4	0.5	4.8	5.8	21.3	35.7
3	CELL FREQ	2	3	5	0	8	19	40	77
	P/C ROW	2.6	3.9	6.5	0.0	10.4	24.7	51.9	
	P/C COL	50.0	30.0	50.0	0.0	29.6	38.0	38.1	
	P/C TABLE	1.0	1.4	2.4	0.0	3.9	9.2	19.3	37.2
4	CELL FREQ	0	2	2	0	3	10	13	30
	P/C ROW	0.0	6.7	6.7	0.0	10.0	33.3	43.3	
	P/C COL	0.0	20.0	20.0	0.0	11.1	20.0	12.4	
	P/C TABLE	0.0	1.0	1.0	0.0	1.4	4.8	6.3	14.5
	TL COL FRQ	4	10	10	1	27	50	105	207
	P/C TABLE	1.93	4.83	4.83	0.48	13.04	24.15	50.72	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 57. D. THE AVAILABILITY OF INSTRUCTIONAL MATERIALS

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	5	7	1	0	5	7	2	27
	P/C ROW	18.5	25.9	3.7	0.0	18.5	25.9	7.4	
	P/C COL	26.3	16.7	3.2	0.0	12.2	18.9	7.1	
	P/C TABLE	2.5	3.5	0.5	0.0	2.5	3.5	1.0	13.4
2	CELL FREQ	3	12	13	1	19	12	12	72
	P/C ROW	4.2	16.7	18.1	1.4	26.4	16.7	16.7	
	P/C COL	15.8	28.6	41.9	33.3	46.3	32.4	42.9	
	P/C TABLE	1.5	6.0	6.5	0.5	9.5	6.0	6.0	35.8
3	CELL FREQ	8	16	8	2	13	16	10	73
	P/C ROW	11.0	21.9	11.0	2.7	17.8	21.9	13.7	
	P/C COL	42.1	38.1	25.8	66.7	31.7	43.2	35.7	
	P/C TABLE	4.0	8.0	4.0	1.0	6.5	8.0	5.0	36.3
4	CELL FREQ	3	7	9	0	4	2	4	29
	P/C ROW	10.3	24.1	31.0	0.0	13.8	6.9	13.8	
	P/C COL	15.8	16.7	29.0	0.0	9.8	5.4	14.3	
	P/C TABLE	1.5	3.5	4.5	0.0	2.0	1.0	2.0	14.4
	TL COL FRQ	19	42	31	3	41	37	28	201
	P/C TABLE	9.45	20.90	15.42	1.49	20.40	18.41	13.93	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 56. C. THE QUALITY OF THE INSTRUCTIONAL MATERIALS WHICH YOU HAVE RECEIVED

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
	*CELL FREQ	4	12	8	0	1	1	1	27
1	*P/C ROW	14.8	44.4	29.6	0.0	3.7	3.7	3.7	
	*P/C COL	13.8	16.2	15.4	0.0	3.8	6.3	11.1	
	*P/C TABLE	1.9	5.8	3.9	0.0	0.5	0.5	0.5	13.0
	*CELL FREQ	14	16	18	0	15	5	5	73
2	*P/C ROW	19.2	21.9	24.7	0.0	20.5	6.8	6.8	
	*P/C COL	48.3	21.6	34.6	0.0	57.7	31.3	55.6	
	*P/C TABLE	6.8	7.7	8.7	0.0	7.2	2.4	2.4	35.3
	*CELL FREQ	6	31	19	1	9	8	3	77
3	*P/C ROW	7.8	40.3	24.7	1.3	11.7	10.4	3.9	
	*P/C COL	20.7	41.9	36.5	100.0	34.6	50.0	33.3	
	*P/C TABLE	2.9	15.0	9.2	0.5	4.3	3.9	1.4	37.2
	*CELL FREQ	5	15	7	0	1	2	0	30
4	*P/C ROW	16.7	50.0	23.3	0.0	3.3	6.7	0.0	
	*P/C COL	17.2	20.3	13.5	0.0	3.8	12.5	0.0	
	*P/C TABLE	2.4	7.2	3.4	0.0	0.5	1.0	0.0	14.5
	TL COL FRQ	29	74	52	1	26	16	9	207
	P/C TABLE	14.01	35.75	25.12	0.48	12.56	7.73	4.35	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 55. B. ADMINISTRATIVE SUPPORT FROM THE CENTRAL OFFICE

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	8	7	2	4	2	2	1	26
	P/C ROW	30.8	26.9	7.7	15.4	7.7	7.7	3.8	
	P/C COL	33.3	17.5	4.3	16.7	9.5	6.1	6.7	
	P/C TABLE	3.9	3.4	1.0	2.0	1.0	1.0	0.5	12.7
2	CELL FREQ	6	14	13	6	9	15	10	73
	P/C ROW	8.2	19.2	17.8	8.2	12.3	20.5	13.7	
	P/C COL	25.0	35.0	27.7	25.0	42.9	45.5	66.7	
	P/C TABLE	2.9	6.9	6.4	2.9	4.4	7.4	4.9	35.8
3	CELL FREQ	7	11	19	11	9	14	4	75
	P/C ROW	9.3	14.7	25.3	14.7	12.0	18.7	5.3	
	P/C COL	29.2	27.5	40.4	45.8	42.9	42.4	26.7	
	P/C TABLE	3.4	5.4	9.3	5.4	4.4	6.9	2.0	36.8
4	CELL FREQ	3	8	13	3	1	2	0	30
	P/C ROW	10.0	26.7	43.3	10.0	3.3	6.7	0.0	
	P/C COL	12.5	20.0	27.7	12.5	4.8	6.1	0.0	
	P/C TABLE	1.5	3.9	6.4	1.5	0.5	1.0	0.0	14.7
	TL CEL FRQ	24	40	47	24	21	33	15	204
	P/C TABLE	11.76	19.61	23.04	11.76	10.29	16.18	7.35	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 54. A. ADMINISTRATIVE SUPPORT AT THE SCHOOL LEVEL

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	10	12	0	1	2	1	0	26
	P/C ROW	38.5	46.2	0.0	3.8	7.7	3.8	0.0	
	P/C COL	17.2	16.0	0.0	11.1	18.2	6.3	0.0	
	P/C TABLE	4.9	5.8	0.0	0.5	1.0	0.5	0.0	12.6
2	CELL FREQ	19	26	13	2	4	7	3	74
	P/C ROW	25.7	35.1	17.6	2.7	5.4	9.5	4.1	
	P/C COL	32.8	34.7	38.2	22.2	36.4	43.8	100.0	
	P/C TABLE	9.2	12.6	6.3	1.0	1.9	3.4	1.5	35.9
3	CELL FREQ	22	25	11	6	5	7	0	76
	P/C ROW	28.9	32.9	14.5	7.9	6.6	9.2	0.0	
	P/C COL	37.9	33.3	32.4	66.7	45.5	43.8	0.0	
	P/C TABLE	10.7	12.1	5.3	2.9	2.4	3.4	0.0	36.9
4	CELL FREQ	7	12	10	0	0	1	0	30
	P/C ROW	23.3	40.0	33.3	0.0	0.0	3.3	0.0	
	P/C COL	12.1	16.0	29.4	0.0	0.0	6.3	0.0	
	P/C TABLE	3.4	5.8	4.9	0.0	0.0	0.5	0.0	14.6
	TL COL FRQ	58	75	34	9	11	16	3	206
	P/C TABLE	28.16	36.41	16.50	4.37	5.34	7.77	1.46	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 54. A. ADMINISTRATIVE SUPPORT AT THE SCHOOL LEVEL

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	10	12	0	1	2	1	0	26
	P/C ROW	38.5	46.2	0.0	3.8	7.7	3.8	0.0	
	P/C COL	17.2	16.0	0.0	11.1	18.2	6.3	0.0	
	P/C TABLE	4.9	5.8	0.0	0.5	1.0	0.5	0.0	12.6
2	CELL FREQ	19	26	13	2	4	7	3	74
	P/C ROW	25.7	35.1	17.6	2.7	5.4	9.5	4.1	
	P/C COL	32.8	34.7	38.2	22.2	36.4	43.8	100.0	
	P/C TABLE	9.2	12.6	6.3	1.0	1.9	3.4	1.5	35.9
3	CELL FREQ	22	25	11	6	5	7	0	76
	P/C ROW	28.9	32.9	14.5	7.9	6.6	9.2	0.0	
	P/C COL	37.9	33.3	32.4	66.7	45.5	43.8	0.0	
	P/C TABLE	10.7	12.1	5.3	2.9	2.4	3.4	0.0	36.9
4	CELL FREQ	7	12	10	0	0	1	0	30
	P/C ROW	23.3	40.0	33.3	0.0	0.0	3.3	0.0	
	P/C COL	12.1	16.0	29.4	0.0	0.0	6.3	0.0	
	P/C TABLE	3.4	5.8	4.9	0.0	0.0	0.5	0.0	14.6
	TL COL FRQ	58	75	34	9	11	16	3	206
	P/C TABLE	28.16	36.41	16.50	4.37	5.34	7.77	1.46	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 51. A. THE QUALITY OF YOUR TRAINING WORKSHOPS

1- TOTALLY ADEQUATE 2- ADEQUATE 3- SOMEWHAT ADEQUATE 4- UNDECIDED
5- SOMEWHAT INADEQUATE 6- INADEQUATE 7- TOTALLY INADEQUATE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	8	8	8	0	3	0	0	27
	P/C ROW	29.6	29.6	29.6	0.0	11.1	0.0	0.0	
	P/C COL	23.5	10.8	14.0	0.0	11.1	0.0	0.0	
	P/C TABLE	3.9	3.9	3.9	0.0	1.4	0.0	0.0	13.0
2	CELL FREQ	7	28	19	2	12	3	4	75
	P/C ROW	9.3	37.3	25.3	2.7	16.0	4.0	5.3	
	P/C COL	20.6	37.8	33.3	50.0	44.4	60.0	66.7	
	P/C TABLE	3.4	13.5	9.2	1.0	5.8	1.4	1.9	36.2
3	CELL FREQ	12	27	22	1	10	2	1	75
	P/C ROW	16.0	36.0	29.3	1.3	13.3	2.7	1.3	
	P/C COL	35.3	36.5	38.6	25.0	37.0	40.0	16.7	
	P/C TABLE	5.8	13.0	10.6	0.5	4.8	1.0	0.5	36.2
4	CELL FREQ	7	11	8	1	2	0	1	30
	P/C ROW	23.3	36.7	26.7	3.3	6.7	0.0	3.3	
	P/C COL	20.6	14.9	14.0	25.0	7.4	0.0	16.7	
	P/C TABLE	3.4	5.3	3.9	0.5	1.0	0.0	0.5	14.5
	TL COL FRQ	34	74	57	4	27	5	6	207
	P/C TABLE	16.43	35.75	27.54	1.93	13.04	2.42	2.90	

ROWS REPRESENT- 77. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 50. MOST CHILDREN LEARN BECAUSE THEY ARE AFRAID OF FAILING, OR THE CONSEQUENCES OF FAILING.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	2	4	0	5	10	5	27
	P/C ROW	3.7	7.4	14.8	0.0	18.5	37.0	18.5	
	P/C COL	33.3	40.0	13.8	0.0	12.2	17.9	8.2	
	P/C TABLE	0.5	0.9	1.9	0.0	2.4	4.7	2.4	12.7
2	CELL FREQ	1	2	12	6	19	14	23	77
	P/C ROW	1.3	2.6	15.6	7.8	24.7	18.2	29.9	
	P/C COL	33.3	40.0	41.4	35.3	46.3	25.0	37.7	
	P/C TABLE	0.5	0.9	5.7	2.8	9.0	6.6	10.8	36.3
3	CELL FREQ	1	1	6	8	12	21	28	77
	P/C ROW	1.3	1.3	7.8	10.4	15.6	27.3	36.4	
	P/C COL	33.3	20.0	20.7	47.1	29.3	37.5	45.9	
	P/C TABLE	0.5	0.5	2.8	3.8	5.7	9.9	13.2	36.3
4	CELL FREQ	0	0	7	3	5	11	5	31
	P/C ROW	0.0	0.0	22.6	9.7	16.1	35.5	16.1	
	P/C COL	0.0	0.0	24.1	17.6	12.2	19.6	8.2	
	P/C TABLE	0.0	0.0	3.3	1.4	2.4	5.2	2.4	14.6
	TL COL FRQ	3	5	29	17	41	56	61	212
	P/C TABLE	1.42	2.36	13.68	8.02	19.34	26.42	28.77	

ROWS REPRESENT- 7/. TOTAL YEARS TEACHING IN FOLLOW THROUGH (INCLUDING CURRENT YEAR)

1- ONE YEAR 2- TWO YEARS 3- THREE YEARS 4- FOUR YEARS

COLUMNS REPRESENT- 49. PARENTS SHOULD BE KEPT OUT OF THE ADMINISTRATION OF THE SCHOOL.

1- STRONGLY AGREE 2- AGREE 3- TEND TO AGREE 4- UNDECIDED
5- TEND TO DISAGREE 6-DISAGREE 7-STRONGLY DISAGREE

		1	2	3	4	5	6	7	TOTALS
1	CELL FREQ	1	2	10	1	8	3	2	27
	P/C ROW	3.7	7.4	37.0	3.7	29.6	11.1	7.4	
	P/C COL	4.2	11.1	30.3	5.9	16.7	6.5	7.4	
	P/C TABLE	0.5	0.9	4.7	0.5	3.8	1.4	0.9	12.7
2	CELL FREQ	15	7	6	12	12	16	10	78
	P/C ROW	19.2	9.0	7.7	15.4	15.4	20.5	12.8	
	P/C COL	62.5	38.9	18.2	70.6	25.0	34.8	37.0	
	P/C TABLE	7.0	3.3	2.8	5.6	5.6	7.5	4.7	36.6
3	CELL FREQ	6	6	11	2	22	15	13	77
	P/C ROW	10.4	7.8	14.3	2.6	28.6	19.5	16.9	
	P/C COL	33.3	33.3	33.3	11.8	45.8	32.6	48.1	
	P/C TABLE	3.5	2.8	5.2	0.9	10.3	7.0	6.1	36.2
4	CELL FREQ	0	3	6	2	6	12	2	31
	P/C ROW	0.0	9.7	19.4	6.5	19.4	38.7	6.5	
	P/C COL	0.0	16.7	18.2	11.8	12.5	26.1	7.4	
	P/C TABLE	0.0	1.4	2.8	0.9	2.8	5.6	0.9	14.6
	TL COL FRQ	24	18	33	17	48	46	27	213
	P/C TABLE	11.27	6.45	15.49	7.98	22.54	21.60	12.68	

RESULTS

Table 2

Question #1: Tell me the things you like best in your class.

Response	Expected Frequency	N=143 Higher Group Freq.	%	N=112 Lower Group Freq.	%	x^2
1. Communications	11.5	12	8.4	11	9.8	.02
2. Creative Arts	54	70	49.0	38	33.9	9.4**
3. Free Time	21.5	24	16.8	19	17.0	0.58
4. Exploratory (+trips)	2.5	0	0.0	5	4.5	5.0*
5. Language Arts	80	96	67.1	64	57.1	6.4*
6. Operating Equipment	1.5	1	0.7	2	1.8	.32
7. Social - Friends	21	17	11.9	25	22.3	1.52
8. Specific Subject Area	68	85	59.4	51	45.5	8.5**
9. Teacher	25.5	21	14.7	30	26.8	1.58
10. Working	28.5	26	18.2	31	27.7	.44
11. Environment	7.0	6	4.2	8	7.1	.29
12. Playing	79.0	95	66.4	63	56.3	6.48*
13. Ingesting	4.5	6	4.2	3	2.7	.75
14. Other	12.0	14	9.8	10	8.9	.66
15. Papers	14.0	19	13.3	9	8.0	3.58

* significant at .05 level

** significant at .01 level

RESULTS OF PUPIL ATTITUDE SURVEY (PAS)

Student responses to each of the questions on the Pupil Attitude Survey (PAS) were classified into categories. The complete coding scheme for each question in the survey is provided in Appendix G. [Chi square tests for significant differences between higher and lower implementation responses were applied to each question, a probability of value of .05 was established, the minimum level for significance.] An analysis of each question in the PAS is described below:

Question 1: Tell me the things you like best in your class.

The student responses to the first question were classified into fifteen categories (see next page). The activities favored by at least one-third of all Follow Through students included: creative arts, language arts, specific subjects, and playing. Significant differences were found in the responses given by the higher implementation classes vs. the lower implementation classes. As can be seen by Table 2, creative arts activities (art, music and drama) and studies in specific subject areas were mentioned with significantly greater frequency by the higher implementation classes ($p < .01$). It should also be noted that of all the possible differences that could exist on this attitude survey, this response produced the greatest differences between groups. Similarly, language arts and play activities, were mentioned significantly more by the higher implementing classes ($p < .05$). The only category of responses that reached significance by the lower implementing classes was found in their tendency to name exploratory activities ($p < .05$). The low frequencies of responses should be taken into account, however, when making inferential statements.

These results are consistent with Hartford Follow Through objectives. In those classrooms that reflected higher implementation, the students enjoy experiences in language and expressive arts. Conversely, students from the lower implementing classes seem to be helped more by concrete experiences via exploratory activities. One of the tenets of early childhood education is the statement that work and play are of equal importance in learning. The fact that the higher implementing groups enjoy play more significantly may indicate opportunities to learn through play are provided more in these classrooms.

Table 3

Question 2: Tell me the things you don't like about your class.

Response	Expected Frequency	N=143 Higher Group Freq.	%	N=112 Lower Group Freq.	%	χ^2
1. Environment	10.5	14	9.8	7	6.3	2.3
2. Instruction Level	3.5	5	3.5	3	1.8	1.3
3. No response	0.5	1	0.7	0	0.0	1.0
4. Other/misc., vague	23.5	23	16.0	24	21.4	.02
5. People (nuisance)	8.5	8	5.6	9	8.0	.47
6. Reading	3.5	5	3.5	2	1.8	1.29
7. Specific Subject	10.5	11	7.7	10	8.9	.05
8. Teacher Actions	3.0	4	2.8	2	1.8	.66
9. Aggressiveness (physical/verbal)	12.5	12	8.4	13	11.6	.04
10. I like everything	62.5	73	51.1	52	46.4	3.52
11. Draw/paint/puzzles	7.0	10	7.0	4	3.6	2.57
12. Don't know	1.0	1	0.7	1	0.9	1.0
13. Being punished	3.5	4	2.8	3	2.6	.14

* significant at .05 level

** significant at .01 level

Question 2: Tell me the things you don't like about your class.

The responses to this question were divided into thirteen categories (see Table3). It is obvious from this data that nearly half of the children like everything about their class (see response number 10). The higher classes were only slightly more enthusiastic in this response than were the lower classes. Although no significant differences existed between the two groups on any response to this question, several observations should be noted. For some reason, the higher classes were more critical of things that bothered them in the environment. Both groups expressed concern about different forms of aggressiveness. The lower classes likewise seemed to be bothered by other children in the environment more than the high classes. Still, none of these differences reached statistically significant levels. The finding that nearly half the children enjoy everything, is a credit to the program. However, this may only be due to children of this age's tendency to make positive statements about their class to an interviewer rather than negative ones.

Table 4

Question 3: Suppose there is a little child near you in your class who is having trouble with his work. What might the child do?

Response	Expected Frequency	Higher Group Freq.	Higher Group %	Lower Group Freq.	Lower Group %	χ^2
1. Ask teacher/aide	65.5	71	49.7	60	53.6	0.92
2. Ask me, I'll help	31.0	36	25.2	26	23.2	1.61
3. Ask someone else	21.5	25	17.5	18	16.1	1.13
4. Do something else	7.0	5	3.5	9	8.0	1.14
5. Nothing/help himself	5.0	9	6.3	1	0.9	6.4
6. Don't know	2.5	3	2.1	2	1.8	0.2
7. Other	4.5	5	3.5	4	3.6	.11

* significant at .05 level
** significant at .01 level

Table 5

Question 4: Do you think you do well in school.

Response	Expected Frequency	Higher Group Freq.	Higher Group %	Lower Group Freq.	Lower Group %	χ^2
1. Yes	115.5	127	88.8	104	92.9	2.29
2. No	3.0	5	3.5	1	0.9	2.66
3. Don't Know	4.5	6	4.2	3	2.7	1.00
4. Sometimes	4.5	5	3.5	4	3.6	.11

* significant at .05 level
** significant at .01 level

Question 3: Suppose there is a little child near you in your class who is having trouble with his work. What might the child do?

No signigicant differences were found between the two groups on the seven responses to this question. Some patterns, however, are interesting. The higher implementing classes seemed more inclined to help the hypothetically troubled child, whereas the lower classes tended to suggest that the child ask a teacher or aide for help. Perhaps youngsters in the higher classes are more confident in their abilities, whereas those from the lower implementing classes reflect greater dependency upon adults.

Question 4: Do you think you do well in school?

Few responses of interest emerge in this question. A larger proportion of the lower group than the higher group felt they did well in school. No significant differences were found however, between the groups in the four possible responses.

Table 6

Question 5: Are you given enough time to finish the work you start?

Response	Expected Frequency	N=143 Higher Group Freq.	%	N=112 Lower Group Freq.	%	χ^2
1. Yes	109.5	123	86.0	96	85.7	3.33
2. No	5.5	6	4.2	5	4.5	.09
3. Sometimes/not always	10.5	11	7.7	10	8.9	.05
4. Irrelevant remark	1	1	0.7	1	0.9	1.00

Table 7

Question 6: Do you feel that your teacher knows you...

Response	Expected Frequency	N=143 Higher Group Freq.	%	N=112 Lower Group Freq.	%	χ^2
1. Very well	99.5	118	82.5	81	72.3	6.88**
2. Fairly well	3.0	2	1.4	4	3.6	0.66
3. Not too well	5.5	8	5.6	3	2.7	2.27
4. Don't know	19.5	15	10.5	24	21.4	2.08

* significant at .05 level
** significant at .01 level

Question 5: Are you given enough time to finish the work you start?

As can be seen by Table 6, over 85% of each group agreed with this statement. Since no significant differences exist between the groups, it appears that time to finish one's work seems to be consistently provided in the two groups - at least as perceived by the students. In contrast to traditional teaching where students are frequently rushed to "keep up" with others, the Follow Through approach seems to allow children to work at their own pace.

Question 6: Do you feel that your teacher knows you?

a) very well, b) fairly well, c) not too well, d) don't know

Large differences were noted on this question between the two groups. The frequency of "very well" responses given by the higher implementation group was significantly higher than in the lower group. Chi square values reached 6.88 which is significant beyond the .01 level. This result might indicate that teachers in the higher implementation group were actually making a greater effort to get to know their children. However, children's perception of the degree to which their teachers know them may be distorted by other factors such as how well they like the teacher. Hence, interpretation of this question is difficult.

Table 8

Question 7: Is most of your school work ...a) too hard, b) just right c) too easy, d) some hard/some easy, e) don't know

Responses	Expected Frequency	N=143 Higher Group Freq.	%	N=112 Lower Group Freq.	%	χ^2
1. Too hard	11.5	15	10.5	8	7.1	2.13
2. Just right	14.5	17	11.8	12	10.7	.86
3. Too easy	22.0	19	13.3	25	22.3	.82
4. Some hard/some easy	79.0	91	63.6	67	59.8	3.65
5. Don't know	1.0	2	1.4	0	0.0	2.0

Table 9

Question 8: Do your parents like your class?

Responses	Expected Frequency	N=143 Higher Group Freq.	%	Lower Group Freq.	%	χ^2
1. Yes	118.5	131	91.6	106	94.6	2.64
2. No	2.0	4	2.8	0	0.0	4.0 *
3. Unsure/think so	2.0	2	1.4	2	1.8	0.0
4. Don't know	4.5	5	3.5	4	3.6	0.11

* significant at .05 level
** significant at .01 level

Question 7: Is most of your school work. ..a) too hard, b) just right, c) too easy, d) some hard/some easy, e) don't know

No significant differences existed in the responses given to this question between groups. About 60% of the children in both groups find their work mixed in difficulty, some hard/some easy. These results are not surprising, since one would expect a stimulating environment to be neither too hard nor too easy.

Question 8: Do your parents like your class?

As can be seen by Table 9, over 90% of both groups agreed with this statement. Four negative responses were given from the high classes. Even though these reached significance the small number of responses tend to discredit the meaningfulness of this significance.

Table 10

Question 9: How do you know this?

Responses	Expected Frequency	N=143 Higher Group Freq.	%	N=112 Lower Group Freq.	%	χ^2
1. No response	6	9	6.3	3	2.7	3.0
2. Child likes school	2	2	1.4	2	1.8	0.0
3. Don't know/unsure	20.5	23	16.1	18	16.1	0.54
4. Learning is occuring	11	11	7.7	11	9.8	0.0
5. Lots of materials	1	1	0.7	1	0.9	0.0
6. Other/irrelevant	8.5	9	6.3	8	7.1	0.06
7. Parent came to school	34.5	47	32.9	22	19.6	9.06 **
8. Parent said so	43	41	28.7	45	40.2	.19
9. Parent feedback	8	9	6.3	7	6.3	0.25

* significant at .05 level
** significant at .01 level

Question 9: How do you know this?

This question in being linked with question #8, essentially asks the child to support his answer to whether the parent likes the child's class. Nine response categories were formed to code all responses to this question. Great differences exist in the frequency that children report their parent had come to school. This volunteered response was provided much more frequently by the high class. Statistical significance was very high, reaching beyond the .01 level. The fact that parents from the higher implementation classes visit school more frequently may be an item of concern. For if all Follow Through parents are to be equally supportive and reinforce the child's learning at home, then difference such as these between groups must be erased.

PARENT OPINIONNAIRE

A cross-tabulation analysis described earlier was used in the analysis of the Parent Opinionnaire data. The resultant frequencies and percentages provide convenient and interpretable summary discriptive statistics.

The return rate for Parent Opinionnaires was approximately 45%. The data were analyzed according to a child's grade in school, higher or lower implementation of the child's classroom, and language used on the opinnionaire. The original form of the Parent Opinionnaire was developed and field tested in English. It was translated into Spanish for use with those parents whose primary language in the home is Spanish. Both forms were modified by the Hartford Evaluation Office. It should be noted that a number of English forms were completed by parents of children with Spanish surnames. In four or five cases it is apparent that the Spanish form would have been more appropriate. Two parents requested an Italian form in the open-ended section.

Cross-tabulation tables of the eleven Likert-format statements and four Yes - No questions are included in this report (Appendix H).

The two open-ended questions concerning things parents like and would like to see improved in the school program elicited responses from approximately one half of the parents returning the opinionnaire. Although the individual flavor and richness of these responses cannot be adequately reflected in this report, the responses were categorized and will be presented in this section.

The general impression one has in studying the parents' responses to the items included on the Parent Opinionnaire is that the responses

are remarkably consistent and positive toward the Hartford first and second grade program. The average response across the first eleven Likert-format statements for all responses shows 82% agree or tend to agree with the item statements while only 8% disagree or tend to disagree with them, leaving 10% undecided (see Table 11). Agreement with the items reflects a positive feeling toward the program.

In general, parents feel or tend to feel that the Follow Through program is helping their children become more independent, self-disciplined, responsible, and curious. A large majority of parents feel or tend to feel that their children are learning to express themselves and are making progress in math and reading. They report that their children are happy about going to school, getting individual attention, learning how to get along better with others, and are developing better attitudes toward themselves.

An item by item, grade by grade, examination supports this generally favorable parental view of the educational program. Item responses covering the total group of parents ranged from a low of 76.8% agree or tend to agree on statement one. "I feel that my child is learning self-discipline in his classroom", to a high of 90.3% agree or tend to agree on statement nine, "I feel that school is helping my child to learn how to get along better with others". Responses are relatively similar across grades one and two with seldom more than five or six percentage points of difference in the agreement column. Exceptions to this observation occur with statements five and eight. Approximately 8.5% of the parents of first graders responded more positively than parents of second graders concerning the school's role in helping their children become more independent.

PARENT OPINIONNAIRE

Table 11

Question	Disagree	Tend to Disagree	Undecided	Tend to Agree	Agree
	%	%	%	%	%
1	7.4	5.4	10.4	24.5	52.3
2	3.4	8.1	3.2	13.1	72.2
3	2.6	2.6	10.8	23.2	60.7
4	3.2	4.2	14.6	28.6	49.5
5	6.4	4.6	11.5	27.0	50.5
6	5.2	4.1	13.6	24.5	52.6
7	3.7	2.9	3.2	15.4	74.7
8	4.8	3.2	11.3	24.9	55.8
9	3.5	.5	5.6	23.9	66.4
10	4.6	2.9	9.4	20.6	62.6
11	2.7	3.5	13.0	24.0	56.8

Approximately 10% of the parents of second graders are less positive than parents of first graders in their evaluation of the amount of individual attention their children are receiving in school (although 72% still agree or tend to agree with the statement).

There is a general trend for parents of first graders to feel slightly more positive than parents of second graders about the school program. On eight of the eleven items, parents of first graders responded one to eight percentage points higher in the agree category.

When responses are examined according to higher and lower implementation of the Follow Through program in classroom, patterns again are fairly uniform. Approximately 77% of the parents of both higher and lower implementation classrooms agree or tend to agree with statement number one. The largest difference between the two groups of respondents was on item number five, "I feel that my child is getting individual attention and help in school." Approximately 7% more of the parents in the higher implementation category agree or tend to agree with this statement than do the other parents. No general trend between groups is evident since each group was slightly higher than the other on five items (see Table 12). The item on which the largest percentage of disagreement among the groups was on item one relating to self-discipline. Approximately 7% of all parents disagree with the statement that the child is learning self-discipline in the classroom. Concern with discipline in general was reported in a dozen of the responses to the second open-ended question.

An examination of responses to the four Yes-No questions reveals that 86.5% of the children in the lower implementation classrooms and 72.3% of the children in the higher implementation classrooms attended

Table 12

	Agree or Tend to Agree		
	IMPLEMENTATION GROUP		
	Low %	High %	Difference
1. Learning Self-discipline	76.8	76.8	0.0
2. Happy about going to school	86.6	84.5	2.1
3. Developing sense of responsibility	86.4	82.4	4.0
4. Developing ability to express himself	74.9	79.9	5.0
5. Individual attention	73.4	80.0	6.6
6. Curiosity	75.2	78.3	3.1
7. Reading	90.7	89.8	0.9
8. Independent	77.5	82.6	5.1
9. Get along better with others	89.0	91.1	2.1
10. Math	84.8	82.2	2.6
11. Attitude toward self	83.0	79.5	3.5

the same school last year. The greater mobility among children in the higher implementation classroom, if characteristic of the school population as a whole, may tend to wash out anticipated differences between implementation classifications which might otherwise exist. Close to 96% of all respondents report that their child is being taught in a good way. More than 90% of all responding parents feel that they understand the purpose of their children's school program. However, 89.6% of the parents would like to know more about the program. This points to the need for a continued flow of information about the program from the school system to the parents. In general, the parents who responded to the parent opinionnaire are very supportive of the Follow Through program.

A study of the cross-tabulation tables for parents of children in lower and higher implementations classrooms on English and Spanish opinionnaires simply adds further support to previously made observations (see Parent Opinionnaire tables in Appendix H). Although percentages in the Spanish opinionnaire response groups are not as stable as those for the English speaking groups due to the rather small number of Spanish responses, the Spanish speaking parents seem to share the same general opinions which the English group hold. Percentages of combined "agree" and "tend to agree" responses are evenly distributed between language groups. The Spanish language respondents have fewer "undecided" and more "tend to disagree" replies than the English language respondents. However, Spanish speaking parents responded very positively to Question 13, "Do you think your child is being taught in a good way?" They responded positively, 93.8% and 97.1% for lower and higher implementation classrooms respectively. Allowing for the fact that "yes" is a socially desirable response to Question 13, the responses are relatively consistent

with responses to the first eleven items.

The Parent Opinionnaire contained two open-ended questions designed to elicit parental responses concerning things they like best about their child's school program and things they would like to see improved in the program (Appendix B). Of the 402 Parent Opinionnaires returned, 184 parents (45.77%) responded to the open-ended questions. A response coding scheme was devised for the purposes of classification and analysis of the data for each question. Eight categories were devised for the question concerning things parents like best about the program. The categories are: 1) general positive feeling toward the program, 2) concerned teachers, 3) development of a sense of responsibility and independence, 4) academic progress in general or specific content areas, 5) individualized curriculum, 6) child loves to go to school, 7) program stimulates and motivates child to learn, and 8) other singular, unrelated, or vague responses. Nine categories were developed for the second question which concerned things the parents would like to see improved. These change categories are: 1) maintain discipline, 2) limit or reduce class size, 3) require more homework, 4) include gym or recreation program, 5) provide classrooms with more books and supplies, 6) serve better lunches, 7) improve academic program (reading, writing, math, problem solving), 8) develop more creative art and music, and 9) other singular, unrelated, or vague responses.

The results of coding parent responses by language groups according to these categories are presented in Table 13. More than 184 responses are reported since many parents included more than a single category in their responses. An examination of Table 13 reveals that the two most frequent responses in both English and Spanish speaking

PARENT OPINIONNAIRE

OPEN ENDED QUESTIONS

Table 13

Like Best	English Freq.	English %*	Spanish Freq.	Spanish %*	Total Freq.	Total %*
1. Positive Feeling Toward Program	32	18.6	12	46.2	44	22.2
2. Concerned Teachers	29	16.9	3	4.5	32	16.2
3. Develops Independence of Responsibility	18	10.5			18	9.1
4. Academic Progess	38	22.1	8	30.8	46	23.2
5. Individualized Curriculum	19	11.0	1	3.8	20	10.1
6. Child loves School	17	9.9	2	7.7	19	9.6
7. Motivates Child to Learn	19	11.0			19	9.6
8. Other	18		4		22	
Total Excluding Other (#8)	172		26		198	
Improvements		%**		%**		%**
1. Discipline	10	15.6	2	33.3	13	7.1
2. Limit or Reduce Class Size	13	20.3	1	16.7	14	20.0
3. Require More Homework	8	12.5	1	16.7	9	12.9
4. Include Gym or Recreation	7	11.0			7	10.0
5. Provide More Books & Supplies	8	12.5			8	4.4
6. Serve Better Lunches	3	4.7			3	4.3
7. Improve Academic Program	12	18.8	3	33.3	14	20.0
8. Develop Creative Arts & Music	3	4.7			4	4.3
9. Other	34		5		39	
Total Excluding Other (#9)	64		6		70	

* % based on all non-other responses to question one by group.
** % based on all non-other responses to question two by group.

groups were related to positive feelings toward the school program (e.g. "it's great", "everything", "I am very pleased", "I think what they learn from this teaching method has more stick-ability", "I like very much the unrigid school program", etc.). Parents are very appreciative of the understanding and individual attention the teachers give the children. Finally, a number of parents comment on the child's love for school and motivation for learning which parents relate to the school program. Several parents favorably compare the work of a first or second grade child with that of older children who were not in the present school program. Category eight, "other", included comments about the lunch program, self-expression, the way they are marked, parent's inability to understand English, the child's manners, and so on.

Comments related to change or improvement in the school program focused on a desire for the maintaining of discipline, limiting the size of classes, and improving the academic program. Nearly 60% of the suggested improvements were directed toward these areas. Several parents suggested a need for more homework, a recreational program, and more classroom supplies. Approximately 25.5% of the English speaking persons responding to the open-ended question and 13.1% of the Spanish speaking respondents made suggestions for improvement in the program. Category 9 contained comments about notification of PTA meetings, the need for desks, the problem of skinned knees, a desire for counseling services, a parent-teacher conference later in the year, a change in the reporting system and a number of "I can't think of any improvements" comments.

In closing this section, it should be noted that descriptive statistics do not adequately convey the directness, depth of feeling,

sarcasm, simplicity, commitment, love, concern and various nuances of feeling which may lie behind even the most fragmentary written word or phrase. Beautifully written philosophical statements of support and specific complaints about detentions, faulty furnaces, and unsupervised washrooms get lost behind percentages. Both the woman who says, "I like everything about the school program" and the man who writes, "I do not like the school system at all!!" and underlines his name, deserve consideration. Thus it is hoped that the reader of this section will be aware that behind the bleakness of reported response frequencies and percentages a deep reservior of human emotions also exists.

ANALYSIS AND DISCUSSION OF THE PICTORIAL SELF-CONCEPT RESULTS (PSC)

In analyzing the PSC, a single classification analysis of variance was used to produce both the univariate F-ratio and omega square value for the variable of interest. Groups were considered significantly different if the F-ratios were significant at the .01 level and if the omega square values were shown to be at least .05.

Table 14 presents the results regarding the differences on the PSC Total Score between higher and lower implementation classrooms. The independent variable (group membership) accounts for only about 1% of the variance in the dependent variable (PSC Total Score). In view of the above arbitrarily set criteria for significance, it can be concluded that no strong meaningful difference between the two groups exists on the PSC Total Score.

Results for the higher and lower implementation classrooms on the PSC School-Related Score are also presented in Table 14. The omega square value of .01 indicated that there is little, if any statistical relationship between the independent and dependent variables. Thus, no meaningful difference between the higher and lower implementation classrooms exists on the PSC School-Related Score.

Table 15 presents results on the PSC Total Score classified according to the ethnic composition of the sample. The independent variable (ethnic group) accounts for only 3% of the variance in the dependent variable (PSC Total Score). These findings indicate that there are no meaningful differences on the PSC Total Score between the white, black, and Puerto Rican groups.

Results on the PSC School-Related Score considered according to ethnic classification are also presented in Table 15. The F-ratio is

significant at the .001 level and the omega square value is shown at almost the .06 level. Therefore, it can be concluded that there is a meaningful difference between races on the PSC School Related variable with whites scoring highest and blacks scoring lowest.

To further investigate ethnic differences on the PSC School-Related variable, ethnic comparisons within both the higher and lower implementation classrooms were examined. Results of these comparisons are presented in Table 16. Within the higher implementation classrooms, the average score of the white children on this variable is significantly higher than the average score of the Puerto Rican or black children. Within the lower implementation classrooms, however, there are no significant differences between the white, black and Puerto Rican children on this variable.

In summary, there are no significant differences between the higher and lower implementation classrooms nor are there significant ethnic differences on overall self-concept. Similarly, there are no significant differences between the higher and lower implementation classrooms on school-related items. When considering the school-related items according to ethnic classification, however, the white children are significantly higher than the black or Puerto Rican children.

Further comparisons show that white children in the higher implementation classrooms score significantly higher than the other ethnic groups on the school-related items and that white children in the lower implementation classrooms also tend to score higher than the other two groups on this variable. The higher scores of the white children on the school-related items in both the higher and lower implementation classrooms might be interpreted as (1) a reflection of the cultural bias of the PSC stimulus cards or (2) as an indication of the more positive feelings of white children in general toward their present school settings.

Table 14

Comparisons of Higher and Lower Implementation classrooms on the PSC Total and PSC School-Related Scores.

Groups	Variable: PSC Total Score					
	N	$\overline{X}$	df	F	p	ω^2
Higher Implementation	141	13.60	$df_b=1$	4.45	.03	.013
Lower Implementation	112	11.17	$df_w=251$			
Groups	Variable: PSC School-Related Score					
Higher Implementation	140	15.24	1,250	.08	.77	0.0
Lower Implementation	112	15.90				

Table 15

Ethnic Comparisons on the PSC Total and PSC School-Related Scores.

Groups	Variable: PSC Total Score					
	N	$\bar{X}$	df	F	p	ω^2
Black	87	12.02				
White	62	15.31	2.212	4.59	.01	.032
Puerto Rican	66	10.52				
	Variable: PSC School Related Score					
Black	87	10.94				
White	62	22.52	2,212	7.61	.001	.057
Puerto Rican	66	12.82				

Table 16

Ethnic Comparisons on the PSC School-Related Scores within the Higher and Lower Implementation Classrooms.

Group	Variable: PSC School-Related Score for Higher Implementation classrooms					
	N	$\bar{X}$	df	f	p	ω^2
Black	34	9.65				
White	44	22.70	2,118	5.45	.005	.069
Puerto Rican	43	13.23				
Group	Variable: PSC School-Related Score for Lower Implementation classrooms					
Black	53	11.55				
White	18	22.10	2,091	2.05	.13	,0219
Puerto Rican	23	12.06				

ANALYSIS AND DISCUSSION OF LADDER RESULTS

In analyzing the differences between the higher and lower implementation classrooms on the eight Ladder items, a discriminant function analysis was employed. Results indicate that there are no significant differences between the higher and lower implementation classrooms on this instrument. Means of these two groups show that the children in general rated themselves at the top or next to the top of the rating scale on eight personality dimensions considered.

Since little variance existed on any of the Ladder items, one might conclude that the children considered the top of the rating scale as the socially desirable response and proceeded to mark all the Ladder items accordingly. This explanation is substantiated by the reported feeling of the testers regarding the testing situation. Specifically, the testers indicated that the children given the Ladder appeared to try to please the testers by rating themselves positively on the eight personality dimensions considered. Whether or not these results would have been obtained had a familiar person such as the classroom teacher administered the Ladder, remained an unsettled question.

RESULTS OF VIDEOTAPE OBSERVATIONS OF CLASSROOM BEHAVIOR

The analysis of classroom observations was based upon the percent of time that students spent on the activity being coded. This procedure was necessary because not all students were taped for exactly the same number of minutes. Therefore, the frequency with which a student exhibited a behavior could not be directly compared with another student if he had more opportunity to exhibit the behavior. When comparing the percentage of time spent in each of the coded activities, it was discovered that the distributions for the higher implementation and lower implementation groups were similar. As a result the percentages of behavior of the combined classrooms in the study are presented along with the percentages for the higher and lower implementation groups. (See Appendix I).

There are some differences between the lower and higher implementing groups but they have been cautiously interpreted by the research team and should be approached in the same manner by the reader. As an example, there may be a category such as 2B (student demonstrates or recites to a peer group without teacher) that happens to be the classroom activity for the entire taping period while no other student in any other classroom happened to be reciting or demonstrating to their fellow students while the camera was present. The example activity may or may not exist in the other classrooms and it may exist with great frequency in some classrooms and not in others. The point is that by taking the one half hour sample of each of the 37 classrooms if the one classroom happened to be observed while 2B was the assigned activity, a 5% difference in percent of time spent in the activity 2B would appear between the comparison groups. For the

reasons stated above, one must not make broad inferences about other classrooms from this data even with the 5% difference.

When looking at the tables in Appendix I , one finds few large differences between the higher and lower implementation groups. In the higher implementation classrooms, taken as a whole, the children worked alone 82% of the time; whereas in the lower implementation classrooms, they worked alone 72% of the time. Activities in peer groups without apparent teacher supervision were observed 19% of the time in higher implementation classrooms and 10% of the total time in the lower implementation classrooms. Proportions of time spent with adults were similar for the two groups. One-to-one situations occured 5% of the time in both groups. Children apparently participated in adult-led groups 5% of the time in the higher implementation classrooms and 6% of the time the lower implementation classrooms.

A goal of the Follow Through Program has been to provide each child with an opportunity to progress at his own rate of speed in acquiring academic skills, using manipulative materials for exploration and practice. The behaviors of writing and manipulating were indicative respectively of the amount of time spent on materials such as workbooks or worksheets and supplementary materials such as Cuisenaire rods, language cards, and so forth. Taken as a whole, children of both the higher and lower implementation classrooms spent similar amounts of time writing. In the higher implementation classrooms 14% of the time students were seen writing alone; in the lower implementation classrooms, 13% of the time children were seen writing by themselves and 1% of the time in interaction with their classmates. In the use of manipulative materials, however, greater differences were noted. In the higher implementation classrooms, children spent 19% of the time on

screen alone and 2% with other children on manipulative materials; whereas, in the lower implementation classrooms 13% of the time children were observed alone and 1% of the time with classmates on manipulative materials.

Reading was listed as an observed activity only if it was the principle behavior of the time period and not associated with writing in a workbook. In general, similar amounts of time spent reading were observed in the higher and lower implementation groups. In most cases, the student read alone: 5% of the time in the higher implementation classrooms, and 6% of the time in the lower implementation classrooms. Painting or drawing was observed about the same amount of time in both groups: 5% of the total observations.

In the higher implementation classrooms, children and teachers appeared to be interacting in a one-to-one situation about 5% of the time; in the lower implementation classrooms about 2% of the time. Both higher implementation and lower implementation classrooms' children spent about 2% of their time on screen waiting for the teacher to finish taking care of some other child.

Another characteristic of Follow Through classrooms is the mobility of the children. The students are not only free to move around in the classroom, but they are encouraged to do so when they need materials, wish to change activities, speak with an adult, take care of personal needs, etc. This behavior averaged about 5% of the time in both groups. Selecting or replacing of materials was reported about 1% of the time in both groups.

It was found that children of the higher implementation classrooms spent about 9% of the time looking around without obvious interaction with anyone else, and those of the lower implementation classrooms spent 11% of observed time looking around.

Some activities were listed as undefined, either because they were not part of the coding scheme (for example, tying shoe laces) or because the view of the child was partly blocked. This happened about 13% of the time in both groups.

It was observed that disruptive behavior occurred only a small percent of the time in each group. In the higher implementation classrooms little or no disruptive behavior by the student was noted. Disruption of the student by classmates occurred 1% of the time. In lower implementation classrooms, disruption by the student was noted 1% of the time, and by classmates 3% of the time. Children in the higher implementation classrooms stopped their normal activities to stare at the camera about 5% of the time, whereas those in the lower implementation classrooms did so for about 4% of the time.

In summary, and on the basis of highly constricted data, higher and lower implementation Follow Through groups seemed similar in most respects. Differences that were observed must be interpreted with the knowledge that one is observing a small sample of students in a limited observational setting; therefore large differences must be observed before one can make inferences as to whether a true difference between the classrooms does in fact exist.

BOEHM - RESULTS AND DISCUSSION

Student performance on the Boehm by the higher implementation classrooms was compared to the performance of the lower implementation classrooms by means of a discriminant function analysis.

Based on the total Boehm scores, no statistically significant differences were found between the types of classrooms, the mean for the higher implementation classrooms was 41.53 as compared to a mean of 40.33 for the lower implementation classrooms.

The total Boehm score is composed of items which, when grouped appropriately, measure space, quantity, time, and miscellaneous constructs (See Selection of Instruments section). Using discriminant function analysis, each of these four sets of constructs was evaluated with regard to higher and lower implementation classrooms. No statistically significant difference was found between the types of classrooms on any of the four constructs.

In order to compare student performances on the Boehm with standardized norms it was necessary to analyze first grade data separately from the second grade data. The norms used for the present analysis were taken from the current 1971 edition of the Boehm Test of Basic Concepts Manual (Boehm, 1971). The norms selected were those for low socioeconomic levels; because these were deemed to be compatible with the present sample.

The mean score for the higher implementation first grade classrooms for the total Boehm was approximately 39. According to the published norms, this score represents the 45th percentile. Within the lower

implementation first grade classrooms the mean score was approximately 37, corresponding to the 35th percentile. Within both the higher and lower implementation second grade classrooms, the average score was about 44 which corresponds to the 50th percentile.

The preceding comparisons are intended soley for general information and caution should be exercised in the interpretation of these findings since the published norms are based on individual students and not on entire classrooms.

Another point of interest is the normative characteristics of the Boehm. For example, as previously noted, the higher implementation first grade classrooms scored on the 45th percentile while the lower implementation first grade classrooms scored on the 35th percentile. This would appear to be a rather substantial difference; however, the raw scores indicate that the difference between the classrooms was only two units, i.e. 39 for the higher implementation classrooms and 37 for the lower implementation classrooms, a difference that probably is not meaningful.

In addition to the above considerations, certain other facets associated with the Boehm should be kept in mind: (1) a few classrooms were given only one-half of the Boehm and therefore were excluded from the present analyses, and (2) certain problems associated with the language of the instructions for the Boehm were reported and these could have affected the resultant scores. These verbal problems centered around a reported lack of facility with the English language by some of the students.

DISCUSSION OF METROPOLITAN ACHIEVEMENT TEST (MAT)

The results of the May 1972 administration of the Metropolitan Achievement Tests (MAT) were available to the research team. Those students who were not native speakers of English having less than two years of experience with the language, and thus having less than operational skills in the English language and those who had been selected for special class placement on the basis of a diagnosed learning disability were not required to take the standardized test at the option of the teacher. This is the usual procedure. As a result of the omission from the testing of many of these students whose primary language was not English, achievement test scores were not available for many of the students in the sample. The distributions of the subtest scores were computed for the higher implementation classrooms and the lower implementation classrooms. In all subtests for both groups the distribution is positively skewed and hence the median is lower than the mean. In general, the median is .2 of a grade equivalent below the mean. Compared with a national norm of 2.8 for a spring test administration, we find the students in the Follow Through project are .4 to .6 grade equivalents below the national norms (see Table 17). However, it is known that urban centers in general are below the national norms on achievement tests. It is not known how Hartford Follow Through students compare with other urban centers.

The higher implementation and lower implementation groups have been discussed together because no significant difference existed between them, when tested as a two group discriminant function analysis problem ($f=.434$, $p=.79$). The sample used to compute the discriptive statistics and the discriminant analysis included all the second grade students in

the sample classrooms. In addition, the total second grade population of students was utilized to compute an overall mean of the 1971-72 administration of the MAT's. The second grade means of previous years could then be compared with the 1971-72 test results. Since all of the present second graders are in a Follow Through program such a comparison appears legitimate. However, the MAT version that was used in 1972 was a revised edition of the previous test. Direct comparisons of subtest means from 1970-71 to 1971-72 are not legitimate because different skills and knowledge are required in the later edition than in the earlier edition. The test distributors state that 90% of the test content is different in the new edition. Also, the second grade teachers recommend each student for either the Primary I or Primary II level of the MAT depending of their judgment of the level most appropriate for each student. The Primary I and Primary II levels of the MAT have different subtests in arithmetic. Even with the same subtest title, the two different levels of the MAT will include different content. Therefore, a direct comparison between two successive years' scores would not be possible even with the same edition of the test unless one knew that exactly the same proportion of the students were administered each level each year. Table 17 shows the means of the MAT subtests for the last two years, the table is not for comparison purposes, but for information only. The previous years results should not be compared with this years' results.

Table 17

Second Grade Results on the
Metropolitan Achievement Test.

1970-71

Subtest	Total Class
Word Knowledge	2.4
Word Discrimination	2.4
Reading	2.4
Arithmetic Computation or concepts	2.5

1971-72

Subtest	Total Class	Higher Implem.	Lower Implem.
Word Knowledge	2.4	2.5	2.4
Word Analysis	2.2	2.3	2.3
Reading	2.2	2.3	2.3
Arithmetic Concepts or computation	2.2	2.4	2.2

RESULTS OF VISUAL SEQUENCING TEST

The primary mode of analysis of the VST was discriminant function analysis (see previous discussion). Utilizing the measures of 1) time taken to make the visual statements (i.e. stories), 2) number of statements made, 3) number of photographs not used, 4) the mean length of the statements, and 5) the standard deviations of the statement lengths, no statistically significant difference was found between the higher implementation classrooms and the lower implementation classrooms.

The means for the two types of classrooms on the five measures are found in Table 18. In comparing these values with those available in the literature, it is interesting to note that the children from both the higher and lower implementation classrooms performed better than what can be considered average. For example, the most commonly used single index reported in the literature is the mean length of the photo statements. From the reported data, the expected average statement lengths for first and second grade children would range between 4-6 photographs. As Table 18 indicates however, the average length for the children in the Follow Through program ranges from 8.38 to 8.18.

One of the purposes of using the VST was to minimize language difficulties in testing brought about by various ethnic backgrounds. In examining the VST performances based on the ethnic characteristics of the children (including black, white, and Puerto Rican as shown in Table 19), it can be seen that very little difference was found between ethnic groups.

The data indicates that on the basis of non-verbal materials, children in the Follow Through program regardless of ethnic background

tend to perform well on activities that have a positive relationship to reading potential and academically related abilities.

Table 18

Visual Sequencing Task means for higher and lower implementation classrooms.

	Higher Implementation	Lower Implementation
Time	8.64	8.81
Number of Statements Made	4.21	4.02
Number of Photos not Used	1.35	1.60
Mean Length of Statements	8.38	8.18
Standard Deviation of Statement Length	1.73	1.82

Table 19

Scores of the Visual Sequencing Task according to ethnic groups.

	White	Black	Puerto Rican
Time	8.21	8.86	9.05
Number of Statements	4.27	4.39	3.91
Number of Photos not Used	1.33	1.71	.81
Mean Length of Statements	7.16	8.96	8.75
Standard Deviation of Lengths of Statements	2.00	1.55	1.81

SUMMARY AND IMPLICATIONS FOR THE PROGRAM

Parental responses to the Parent Opinionnaire items revealed a very high level of support for the school program. Seventy-six to ninety percent of the parents polled agree or tend to agree that in the Follow Through program their child is making progress academically, socially and in essential areas of character development.

The videotape observations showed that children's activities were generally similar in both higher and lower implementation classrooms. The students spent the majority of their time by themselves rather than interacting with a peer or an adult. Of the identifiable activities, using manipulative materials, writing and watching something in the classroom were the most frequent activities.

The more traditional paper and pencil indices of the cognitive domain (i.e. the MAT and Boehm) indicate that children in the higher and lower implementation classrooms tend to perform equally well. Similarly, when using the non-verbal Visual Sequencing Task, the children in the higher and lower implementation classrooms tended to perform equally well. Of special interest on the non-verbal test was the fact that the obtained scores tended to be higher than what is generally reported in the literature.

There were no significant differences between the higher and lower implementation classrooms on the Ladder self-concept technique. Children in both groups rated themselves positively on all 8 personality dimensions considered. Also, no significant differences between the higher and lower implementation classrooms nor between ethnic groups were found on overall self-concept as measured by the Pictorial Self-Concept Scale (PSC). In considering only those items of the PSC which assessed

the feelings of children toward their present school situation, the white children in both higher and lower implementation classrooms scored higher than the black or Puerto Rican children. This might reflect (1) a cultural bias in the PSC or (2) the more positive feelings of white children in general toward their present school setting.

Results from the PAS suggest that students in higher implementation classrooms enjoy more creative activities (art, music, and drama) language arts and play activities. Students from the lower implementation classrooms report that they enjoy more exploratory activities. In all classrooms studied, most students think they do well, and feel their teachers know them well. One interesting result from the pupil interviews is in the frequency that children report their parent comes to school. If one of the goals of Follow Through is to familiarize parents with the program by school visitation, then this goal has not been achieved. Since parents more frequently visit higher implementation classrooms, project staff will have to assess the implications of this tendency. Will these visitation differences make differences in children's cognitive and affective development in school? Will these visitation differences produce differences in parental support of the program? If these questions are important then further inquiries into these areas are suggested.

The Follow Through assessment would serve the Hartford School system as a pilot study for the development of a data base for decision making. The existence of data reflecting the performance or values of the pupils is necessary for rational decision making by the school administration. Even though the primary interest by administrators may be in evaluating special programs it is also important to monitor existing programs to determine the degree to which the school's educational objectives are being met.

The present study would have been more useful for decision making if operational objectives had been specific and if the time scale for measurable changes in the pupils had been specified. Again, the objectives over time should be specified for all programs, not just a new or special programs. Although parents and educators have a tendency to accept a program if the process of teaching and the content of the classes is familiar, the progress of the pupils must be assessed and compared with the schools objectives for the class if decisions are to be made on a rational basis with pupil benefits as the criteria.

The existence of measurable objectives is a necessary first step for rational decision making but is not all that is needed. Data should be collected over time to determine how reasonable the school objectives are and to determine if the school is moving toward or away from the objectives. Such longitudinal data allows evaluation of new programs by the analysis of trends over time.

The present Follow Through assessment indicates that the program is positively received by the parents. The scores of the students on the cognitive tests, the activities of the students in classrooms and the responses of the students to the interview provided no reason for dissatisfaction with the Follow Through program. The absence of a

comparison group or longitudinal data on the objectives of Hartford's elementary education program prevented any conclusions as to the Follow Through program being better or worse than any other program.

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PUPIL ATTITUDE SURVEY (PAS)

Directions:

1. Administer after child finishes the Visual Sequencing Task (VST).
2. Explain that you would like to ask him some questions and that you will be writing down what he says so that you can remember what he has told you.
3. Follow questions one, two and three with "Is there anything else?"

Survey: (Record exact words of child when possible).

1. Tell me the things you like best in your class.

2. Tell me the things you don't like in your class.

3. Suppose there is a little boy/girl near you in your class who is having trouble with his work. What might he/she do?

4. Do you think you do well in school?

5. Are you given enough time to finish the work you start?

(over)

6. Do you feel that your teacher knows you

Very well _____
Fairly well _____
Not too well _____
or don't know _____

7. Is most of your school work

too hard _____
just right _____
too easy _____
or is some hard
and some easy _____

8. Do your parents like your class?

Appendix B

PARENT OPINIONNAIRE

_____ _____

Child's Name School

_____

Grade

Please read each statement below. Mark it by circling the number which best describes your opinion about the statement. Use the scale which follows:

Disagree with the statement.	1 2 3 4 5
Tend to disagree with the statement.	1 2 3 4 5
Am undecided or cannot make up my mind.	1 2 3 4 5
Tend to agree with the statement.	1 2 3 4 5
Agree with the statement.	1 2 3 4 5

1.	I feel that by child is learning self-discipline in his classroom.	1 2 3 4 5
2.	I feel my child is happy about going to school.	1 2 3 4 5
3.	I feel school is helping my child develop a sense of responsibility.	1 2 3 4 5
4.	I feel my child is developing his ability to express himself in school.	1 2 3 4 5
5.	I feel that my child is getting individual attention and help in school.	1 2 3 4 5
6.	I feel that my child's curiosity is encouraged by the school.	1 2 3 4 5
7.	I feel my child is getting ready to learn to read or is now learning to read.	1 2 3 4 5
8.	I feel that school is helping my child become more independent.	1 2 3 4 5
9.	I feel that school is helping my child to learn how to get along better with others.	1 2 3 4 5

10. I feel that my child is getting ready to learn math or is now learning math. 1 2 3 4 5

11. I feel that school is helping my child develop a better attitude toward himself. 1 2 3 4 5

12. Did your child attend the same school last year (70-71)? Yes No

13. Do you think your child is being taught in a good way? Yes No

14. I feel I understand the purpose of my child's school program. Yes No

15. Would you like to know more about your child's school program? Yes No

Please comment below. (Use reverse side for additional space if needed)

Things I like best about my child's school program:

Things I would like to see improved in my child's school program:

Appendix C

ADMINISTERING THE PICTORIAL SELF-CONCEPT SCALE (PSC)

(INDIVIDUALLY)

Directions:

Hello....my name is _____. Today we are going to play a game. I've given you a big blue paper, a middle sized pink paper and a little yellow paper. Now I will show you some pictures (girls and boys get different packs of pictures).

This is where the game begins (hold card #1). In this picture there is a boy (or girl) with a star on his shirt (or her dress). Do you see the child with the star on his shirt (or her dress)? Show me...Fine. If you think that this boy (or girl) with the star is like you, put the picture on the big blue paper (point). The big blue paper is for pictures that are like you. If you think that this boy (or girl) with the star is sometimes like you, put the picture on the middle sized pink paper. The middle sized pink paper is for pictures that are sometimes like you. If you think that the boy (or girl) with the star is not at all like you, put the picture on the little yellow paper. The little yellow paper is for pictures that are not at all like you.

Now, is this boy (or girl) like you (point to blue paper) sometimes like you (point to pink paper) or not at all like you (point to yellow)? Where will your picture go? (hand picture to child to place on a colored sheet)

(Show card #3)

Sometimes there will be pictures with more than one child. Like this one. You should be looking for the boy (or girl) with the star on his shirt (or her dress). Can you find him (or her)? Good. If you think that this boy (or girl) with the star is like you, put the picture on the big blue paper (point). The big blue paper is for pictures that are like you. If you think that this boy (or girl) with the star is sometimes like you, put the picture on the middle sized pink paper (point). The middle sized pink paper is for pictures that are sometimes like you. If you think that the boy or girl with the star is not at all like you, put the picture on the little yellow paper (point). The little yellow paper is for pictures not at all like you.

Is this boy (or girl) like you (point to blue), sometimes like you (point to pink) or not at all like you (point to yellow). Where will your picture go? (hand picture to child to place on a colored sheet)

Now you do all the rest of the pictures by yourself. Remember you are to choose where your picture will go.

(When one child has finished sorting the cards, thank him for playing this game. Dismiss the child and then complete the score sheet. Remove cards #1 and #3 from the deck and shuffle the remainder of the deck. Place cards #1 and #3 on top of the deck so that these two cards will be readily available for demonstration with the next child.)

LADDER

Material:

a.) Ladder Booklets for Children
b.) Enlarged Ladder for Examiner
c.) A Card Board "X" to Demonstrate Marking to Children

Directions:

a.) Rip off the yellow page on the ladder booklet and discard it.
b.) Administer the test separately to boys and girls
c.) Point to the enlarged LADDER as the test progresses

1. Today I would like us to look at some pictures together. You all have been given some colored papers with lines on them. Look at the Orange paper. Up at the top of the orange paper is a boy (point to upper on the enlarged LADDER). I'll tell you about him. He is very happy. This boy is always smiling and full of fun...But, at the bottom of your paper, there is another boy (point to lower on the enlarged LADDER). This boy is not very happy. He doesn't smile and he doesn't laugh like the other boy.
Now I'll tell you about these lines in between (point). I would like you to decide where you are between these two boys. If you put your mark by this boy (demonstrate by placing "X" in space beside upper) that means you are like him--happy and full of fun. If you put your mark by this boy here (demonstrate by placing "X" in space beside lower), that means that you are like him--not very happy. Remember, you can put your mark anywhere in between (demonstrate by place "X" in center spaces) depending on where you are.
Now pick up your pencils and make a mark, (X) to tell me where you are. After you have made your mark, put your pencils down, and put the orange paper on the bottom of your pile of papers (demonstrate). You should now have a pink paper on top.

2. Now we will look at another picture. Up at the top of your pink paper is a boy who is very smart (point). He learns more and more every day...But, at the bottom of your paper, there is another boy (point). This boy is not very smart. He doesn't learn very many things.
You decide where you are between these two boys. If you put your mark by this boy (demonstrate), this means you are like him--smart. If you put your mark by this boy here (demonstrate) this means you are like him---not so smart. Remember, you can put your mark anywhere in between (demonstrate). Where are you? Make your mark.
After you have made your mark, put your pencils down, put the pink paper on the bottom of the pile, and now a green paper should be on top.

3. Up at the top of your green paper, there is another boy (point). He is liked by most of the kids in school. Other kids like to play with him...but, at the bottom of the paper there is another boy (point). He is not liked by the kids in school. Other kids do not want to play with him. Remember, in between there are these other spaces (point). Where are you? Make your mark (hold up "X").

After you have made your mark, put your pencils down, put the green paper on the bottom of the pile, and now a yellow paper should be on top.

4. Up at the top of your yellow paper, there is another boy (point). This boy likes the way he looks. When he looks in the mirrow, he thinks he looks good...But, at the bottom of your page is another boy (point). This boy does not like the way he looks. When he looks in the mirror , he does not think that he looks good. Remember, in between are these other spaces (point). Where are you? Make your mark, (hold up "X"). After you have made your mark, put your pencils down, put the yellow paper at the bottom of the pile, and now a blue paper should be on top.

5. Up at the top of your blue paper, there is another boy (point). This boy thinks that he is very strong. He has strong arms; he has strong legs...But, at the bottom of your page is another boy. This boy is not very strong. His arms are not very strong; his legs are not very strong. Remember, in between there are these other spaces (point). Where are you? Make your mark, (hold up "X").
After you have made your mark, put your pencils down, put the blue paper on the bottom of the pile, and now a orange paper should be on top.

6. Up at the top of your orange paper, there is another boy (point). This boy does all the things he is supposed to do. He does what grownups tell him to do... But at the bottom of your page is another boy (point). This boy does not do what he is supposed to do. He does not do what grownups tell him to do. Remember, in between are these other spaces (point). Where are you? Make your mark.
After you have made your mark, put your pencils down, put the orange paper on the bottom of the pile, and now a pink paper should be on top.

7. Up at the top of your pink paper, there is another boy. This boy likes to find out about things. He likes to hear new things, smell new things, look at new things, and touch new things...But, at the bottom of the page is another boy (point). This boy does not like to find out about new things. This boy likes the same things all the time. Remember, in between are these other spaces. Where are you? Make your mark.
After you have made your mark, put your pencils down, put the pink paper on the bottom of the pile, and now a green paper should be on top.

8. Up at the top of your green paper, there is another boy. This boy is a good worker. He can find his own work, get all the things he needs, and finish his work all by himself...But, at the bottom of the page is another boy. This boy is not a good worker. This boy cannot find his own work and does not finish the work he starts. Remember, in between are these other spaces. Where are you? Make your mark.

After you have made your mark, put your pencils down, and put the green paper on the bottom of the pile. There should not be an orange paper on top. Write your name on the orange paper...When you have finished, put your pencils down and leave the colored papers in the middle of your desk. I will be coming around to pick them up...Thank you boys for playing this game with me.

Hartford Follow Through Video Tape Observation Code

COLUMN 1: Situation

Code	Category	Definition
0	Zero-Observation	No observation possible; view blocked.
1	Alone	No interaction with others; completely independent: non-directed (by adult).
2	Peer(s) Only	Interacting with one or more peers; no adult observed in interaction; non-directed (by adult).
3	Adult Alone	Subject is the only child interacting with an adult; in one-to-one situation with adult for tutoring, checking work or other communication. One-to-one basis means that other children may be in sight, but the adult is not interacting with them.
4	Adult-Peer Group	At least one other child is interacting with both an adult and the subject. (NOTE: If subject is waiting, without personal interaction, while adult tends to another child, count as a 1-situation, not a 4-situation. See 1A).

COLUMN 2: BEHAVIOR

Code	Category	Definition
A	Awaits Adult	Waits for adult attention, presumably for assistance or some form of communication.
B	Before Other(s)	Demonstrates, recites, or reads in structured situation (for example, "show-and-tell").
C	Converses	Participates in verbal exchange; alternates talking and listening, where principal behavior is neither talking or listening alone.
D	Disturbs Other(s)	Interrupts learning activity by noise or gesture; hits, pushes, or takes another's possession by force.

E	Environment	Causes damage (other than accidental) to room or furniture.
F	Files Paper(s)	Stores worksheets in a specially marked folder or container in designated area.
G	Gives/Recieves	Shares object(s) without coercion.
I	Ingests	Eats or drinks in designated area.
K	Checks work	Uses adult standard, such as answer key, teacher's judgement, to check accuracy; not copying from another student.
L	Listens	Apparently principal productive behavior during a learning activity.(e.g. audio tape.)
M	Manipulates	Uses materials or simple utensils, such as scissors, paste, clay, puzzles, etc. Exclude other categories.
O	Observes	Principal behavior is viewing (e.g. watches learning activity, demonstration, scientific phenomenon; includes visual aids such as films, etc.); looks at someone or something off camera.
P	Paints/Draws	Makes pictures or designs.
Q	Equipment	Operates machinery, other than simple utensils.
R	Reads	Peruses printed materials (i.e. interpreting language symbols).
S	Selects or Replaces	Materials, furniture, food, equipment in designated storage area.
T	Transits	Moves from area to area.
U.	Undefined	Performs an act not on this list.
V	Vocalizes	Principal behavior oral (speaks, sings, recites, etc.) not disruptive; excludes communication.
W	Writes	Inscribes language characters (numerals, letters, symbols)
X	Disruption other than camera	Ongoing learning activity interrupted by other than the camera or the cameramen.
Z	Disruption by camera	Ongoing activity interrupted by presence of camera.

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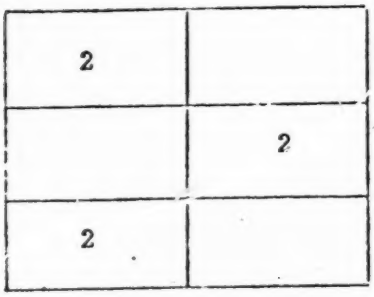

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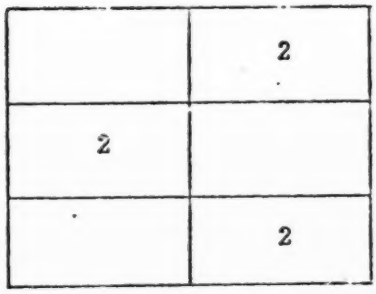

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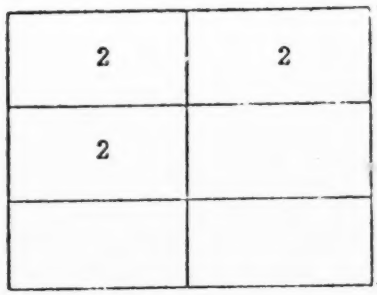

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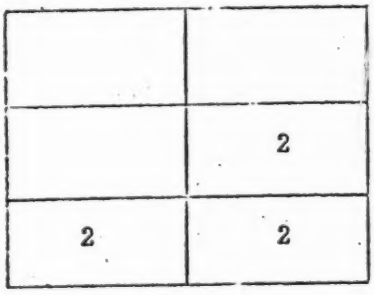

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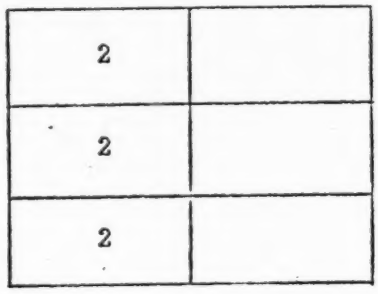

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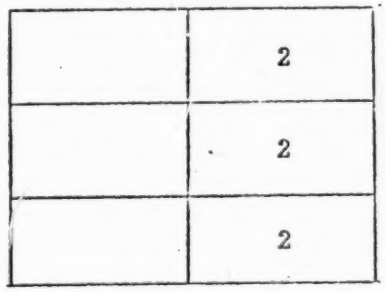

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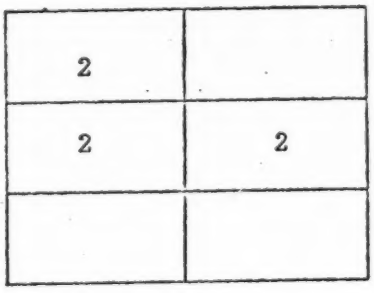

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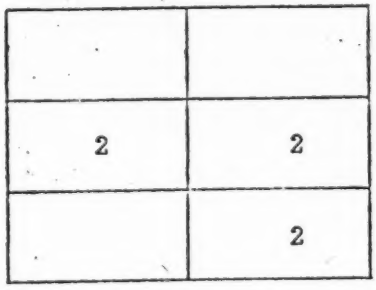

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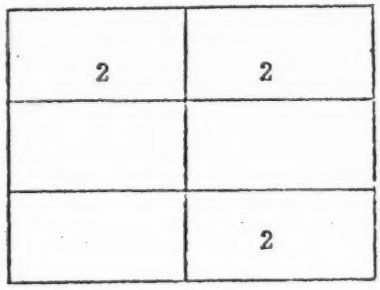

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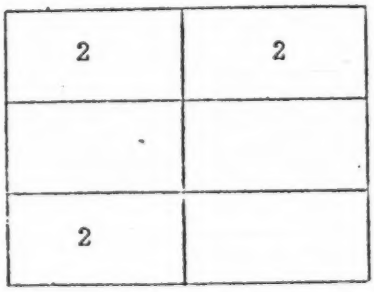

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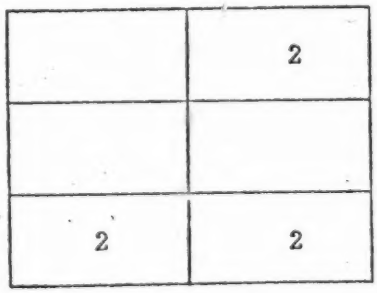

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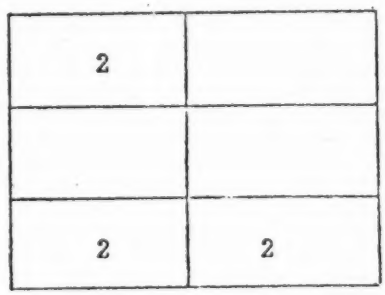

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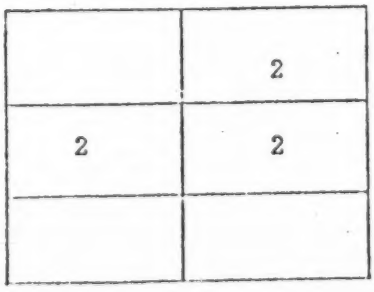

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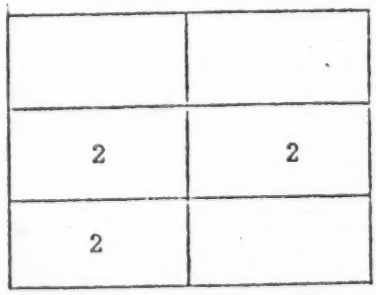

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APPENDIX G

PUPIL ATTITUDE SURVEY
CODING SCHEME

Question 1: Tell me the things you like best in your class.

Code 01. Communication (TV, movies, records)

02. Creative Arts (arts, music, theatre)

03. Free-time (lunch, recess) being outside

04. Exploratory (field trips)

05. Language Arts (reading, books, stories)

06. Operating Equipment

07. Social (friends or playing with friends)

08. Specific subject area (including library, writing, workbooks)

09. Teacher (herself, listening to or helping teacher)

10. Working (working hard by oneself)

11. Environment (objects in/or maintaining environment [plants, animals])

12. Playing (toys, games, clay, puzzles)

13. Ingesting (cereal, milk, orange juice, crackers)

14. Other (miscellaneous or vague response)

15. Papers

Question 2: Tell me the things you don't like.

Code 01. Environment

02. Instruction level

03. No response

04. Other (miscellaneous/vague)

05. People (nuisance)

06. Reading a book

07. Specific subject area

08. Teacher (or something teacher does e.g. grabs,shouts)

09. Aggressiveness (physical or verbal)

10. I like everything (i.e. there is nothing I don't like)

11. Drawing/painting/puzzles/clay/theatre/dancing

12. Don't know

13. Discipline (being punished after school, sitting in corner or on thinking mat, names on board)

Question 3: Suppose there is a child near you in your class who is having trouble with his work, what might the child do?

Code 01. Ask teacher / aide

02. Ask me (I'll help him)

03. Ask someone else (Help each other)

04. Do something else

05. Do nothing/ do himself

06. Don't know

07. Other (vague, uninterpretable/irrelevant comment)

Question 4: Do you think you do well in school?

Code 01. Yes

02. No (or not too well)

03. Don't know

04. Sometimes

Question 5: Are you given enough time to finish the work you start?

Code 01. Yes

02. No

03. Sometimes / not always

04. Don't Know/irrelevant remark

Question 6: Do you feel your teacher knows you

Code 01. Very well

02. Fairly well

03. Not too well

04. Don't know

Question 7: Is most of your school work

Code 01. Too hard

02. Just right

03. Too easy

04. Some hard / some easy

05. Don't know

Question 8: Do your parents like your class?

Code 01. Yes

02. No

03. Unsure / sometimes / think so

04. Don't know / or remark meaning same

Question 9: How do you know this?

Code 01. Blank (no response)

02. Child likes school / teacher

03. Don't know / unsure

04. Learning is occuring (e.g. I do good work-papers, get good grades)
I work hard

05. Lots of Materials

06. Other / irrelevant

07. Parents came to school / came to see teacher / likes teacher

08. Parents said so

09. Parental feedback (e.g. they want me to come to this school
They placed me in this school.)

Appendix H

ROWS REPRESENT ... PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IN LEA ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT - STATEMENT 1 I FEEL THAT MY CHILD IS LEARNING SELF-DISCIPLINE IN HIS CLASSROOM.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	10	6	13	29	62	120
	% ROW	8.3	5.0	10.8	24.2	51.7	
	% COL	37.0	30.0	34.2	32.2	32.3	
	% TABLE	2.7	1.6	3.5	7.9	16.9	32.7
2	CELL FREQ	9	11	23	45	106	194
	% ROW	4.6	5.7	11.9	23.2	54.6	
	% COL	33.3	55.0	60.5	50.0	55.2	
	% TABLE	2.5	3.0	6.3	12.3	28.9	52.9
3	CELL FREQ	2	1	0	8	7	18
	% ROW	11.1	5.6	0.0	44.4	38.9	
	% COL	7.4	5.0	0.0	8.9	3.6	
	% TABLE	0.5	0.3	0.0	2.2	1.9	4.9
4	CELL FREQ	6	2	2	8	17	35
	% ROW	17.1	5.7	5.7	22.9	48.6	
	% COL	22.2	10.0	5.3	8.9	8.9	
	% TABLE	1.6	0.5	0.5	2.2	4.6	9.5
	TL COL FRQ	27	20	38	90	192	367
	% TABLE	7.36	5.45	10.35	24.52	52.32	

COLUMNS REPRESENT - STATEMENT 2 I FEEL MY CHILD IS HAPPY ABOUT GOING TO SCHOOL.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	4	11	1	13	94	123
	% ROW	3.3	8.9	0.8	10.6	76.4	
	% COL	30.8	35.5	8.3	26.0	34.2	
	% TABLE	1.0	2.9	0.3	3.4	24.7	32.3
2	CELL FREQ	7	13	9	27	148	204
	% ROW	3.4	6.4	4.4	13.2	72.5	
	% COL	53.8	41.9	75.0	54.0	53.8	
	% TABLE	1.8	3.4	2.4	7.1	38.8	53.5
3	CELL FREQ	1	2	0	5	11	19
	% ROW	5.3	10.5	0.0	26.3	57.9	
	% COL	7.7	6.5	0.0	10.0	4.0	
	% TABLE	0.3	0.5	0.0	1.3	2.9	5.0
4	CELL FREQ	1	5	2	5	22	35
	% ROW	2.9	14.3	5.7	14.3	62.9	
	% COL	7.7	16.1	16.7	10.0	8.0	
	% TABLE	0.3	1.3	0.5	1.3	5.8	9.2
	TL COL FRQ	13	31	12	50	275	381
	% TABLE	3.41	8.14	3.15	13.12	72.18	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT - STATEMENT 3 I FEEL SCHOOL IS HELPING MY CHILD DEVELOP A SENSE OF RESPONSIBILITY.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	4	2	11	31	73	121
	% ROW	3.3	1.7	9.1	25.6	60.3	
	% COL	40.0	20.0	26.8	35.2	31.7	
	% TABLE	1.1	0.5	2.9	8.2	19.3	31.9
2	CELL FREQ	4	6	28	41	124	203
	% ROW	2.0	3.0	13.8	20.2	61.1	
	% COL	40.0	60.0	68.3	46.6	53.9	
	% TABLE	1.1	1.6	7.4	10.8	32.7	53.6
3	CELL FREQ	1	1	0	7	10	19
	% ROW	5.3	5.3	0.0	36.8	52.6	
	% COL	10.0	10.0	0.0	8.0	4.3	
	% TABLE	0.3	0.3	0.0	1.8	2.6	5.0
4	CELL FREQ	1	1	2	9	23	36
	% ROW	2.8	2.8	5.6	25.0	63.9	
	% COL	10.0	10.0	4.9	10.2	10.0	
	% TABLE	0.3	0.3	0.5	2.4	6.1	9.5
	TL COL FRQ	10	10	41	88	230	379
	% TABLE	2.64	2.64	10.82	23.22	60.69	

COLUMNS REPRESENT - STATEMENT 4 I FEEL MY CHILD IS DEVELOPING HIS ABILITY TO EXPRESS HIMSELF IN SCHOOL.

1 - DISAGREE 2 - TEND TO DISAGREE 3 - UNDECIDED 4 - TEND TO AGREE 5 - AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	5	9	16	33	57	120
	% ROW	4.2	7.5	13.3	27.5	47.5	
	% COL	41.7	56.3	29.1	30.6	30.5	
	% TABLE	1.3	2.4	4.2	8.7	15.1	31.7
2	CELL FREQ	4	6	29	64	100	203
	% ROW	2.0	3.0	14.3	31.5	49.3	
	% COL	33.3	37.5	52.7	59.3	53.5	
	% TABLE	1.1	1.6	7.7	16.9	26.5	53.7
3	CELL FREQ	1	1	3	6	8	19
	% ROW	5.3	5.3	15.8	31.6	42.1	
	% COL	8.3	6.3	5.5	5.6	4.3	
	% TABLE	0.3	0.3	0.8	1.6	2.1	5.0
4	CELL FREQ	2	0	7	5	22	36
	% ROW	5.6	0.0	19.4	13.9	61.1	
	% COL	16.7	0.0	12.7	4.6	11.8	
	% TABLE	0.5	0.0	1.9	1.3	5.8	9.5
	TL COL FRQ	12	16	55	108	187	378
	% TABLE	3.17	4.23	14.55	28.57	49.47	

COLUMNS REPRESENT • STATEMENT 5 I FEEL THAT MY CHILD IS GETTING INDIVIDUAL ATTENTION AND HELP IN SCHOOL•

1 • DISAGREE 2 • TEND TO DISAGREE 3 • UNDECIDED 4 • TEND TO AGREE 5 • AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	10	8	17	32	53	120
	% ROW	8.3	6.7	14.2	26.7	44.2	
	% COL	41.7	47.1	39.5	31.7	28.0	
	% TABLE	2.7	2.1	4.5	8.6	14.2	32.1
2	CELL FREQ	12	8	23	54	104	201
	% ROW	6.0	4.0	11.4	26.9	51.7	
	% COL	50.0	47.1	53.5	53.5	55.0	
	% TABLE	3.2	2.1	6.1	14.4	27.8	53.7
3	CELL FREQ	1	1	0	7	10	19
	% ROW	5.3	5.3	0.0	36.8	52.6	
	% COL	4.2	5.9	0.0	6.9	5.3	
	% TABLE	0.3	0.3	0.0	1.9	2.7	5.1
4	CELL FREQ	1	0	3	8	22	34
	% ROW	2.9	0.0	8.8	23.5	64.7	
	% COL	4.2	0.0	7.0	7.9	11.6	
	% TABLE	0.3	0.0	0.8	2.1	5.9	9.1
	TL COL FRQ	24	17	43	101	189	374
	% TABLE	6.42	4.55	11.50	27.01	50.53	

COLUMNS REPRESENT - STATEMENT 6 I FEEL THAT MY CHILD'S CURIOSITY IS ENCOURAGED BY THE SCHOOL.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	7	7	12	37	56	119
	% ROW	5.9	5.9	10.1	31.1	47.1	
	% COL	36.8	46.7	24.0	41.1	29.0	
	% TABLE	1.9	1.9	3.3	10.1	15.3	32.4
2	CELL FREQ	8	6	29	43	112	198
	% ROW	4.0	3.0	14.6	21.7	56.6	
	% COL	42.1	40.0	58.0	47.8	58.0	
	% TABLE	2.2	1.6	7.9	11.7	30.5	54.0
3	CELL FREQ	2	2	4	4	6	18
	% ROW	11.1	11.1	22.2	22.2	33.3	
	% COL	10.5	13.3	8.0	4.4	3.1	
	% TABLE	0.5	0.5	1.1	1.1	1.6	4.9
4	CELL FREQ	2	0	5	6	19	32
	% ROW	6.3	0.0	15.6	18.8	59.4	
	% COL	10.5	0.0	10.0	6.7	9.8	
	% TABLE	0.5	0.0	1.4	1.6	5.2	8.7
	TL COL FRQ	19	15	50	90	193	367
	% TABLE	5.18	4.09	13.62	24.52	52.59	

COLUMNS REPRESENT - STATEMENT 7 I FEEL MY CHILD IS GETTING READY TO LEARN TO READ OR IS NOW LEARNING TO READ.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	7	0	3	17	94	121
	% ROW	5.8	0.0	2.5	14.0	77.7	
	% COL	50.0	0.0	25.0	29.3	33.5	
	% TABLE	1.9	0.0	0.8	4.5	25.0	32.2
2	CELL FREQ	4	4	5	29	161	203
	% ROW	2.0	2.0	2.5	14.3	79.3	
	% COL	28.6	36.4	41.7	50.0	57.3	
	% TABLE	1.1	1.1	1.3	7.7	42.8	54.0
3	CELL FREQ	0	2	1	8	7	18
	% ROW	0.0	11.1	5.6	44.4	38.9	
	% COL	0.0	18.2	8.3	13.8	2.5	
	% TABLE	0.0	0.5	0.3	2.1	1.9	4.8
4	CELL FREQ	3	5	3	4	19	34
	% ROW	8.8	14.7	8.8	11.8	55.9	
	% COL	21.4	45.5	25.0	6.9	6.8	
	% TABLE	0.8	1.3	0.8	1.1	5.1	9.0
	TL COL FRQ	14	11	12	58	281	376
	% TABLE	3.72	2.93	3.19	15.43	74.73	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT - STATEMENT 8 I FEEL THAT SCHOOL IS HELPING MY CHILD BECOME MORE INDEPENDENT.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	5	4	14	28	70	121
	% ROW	4.1	3.3	11.6	23.1	57.9	
	% COL	27.8	33.3	33.3	30.1	33.7	
	% TABLE	1.3	1.1	3.8	7.5	18.8	32.4
2	CELL FREQ	6	4	20	53	120	203
	% ROW	3.0	2.0	9.9	26.1	59.1	
	% COL	33.3	33.3	47.6	57.0	57.7	
	% TABLE	1.6	1.1	5.4	14.2	32.2	54.4
3	CELL FREQ	3	2	3	4	5	17
	% ROW	17.6	11.8	17.6	23.5	29.4	
	% COL	16.7	16.7	7.1	4.3	2.4	
	% TABLE	0.8	0.5	0.8	1.1	1.3	4.6
4	CELL FREQ	4	2	5	8	13	32
	% ROW	12.5	6.3	15.6	25.0	40.6	
	% COL	22.2	16.7	11.9	8.6	6.3	
	% TABLE	1.1	0.5	1.3	2.1	3.5	8.6
	TL COL FRQ	18	12	42	93	208	373
	% TABLE	4.83	3.22	11.26	24.93	55.76	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT - STATEMENT 9 I FEEL THAT SCHOOL IS HELPING MY CHILD LEARN HOW TO GET ALONG BETTER WITH OTHERS.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	5	1	7	26	81	120
	% ROW	4.2	0.8	5.8	21.7	67.5	
	% COL	38.5	50.0	33.3	29.2	32.8	
	% TABLE	1.3	0.3	1.9	7.0	21.8	32.3
2	CELL FREQ	6	1	10	53	133	203
	% ROW	3.0	0.5	4.9	26.1	65.5	
	% COL	46.2	50.0	47.6	59.6	53.8	
	% TABLE	1.6	0.3	2.7	14.2	35.8	54.6
3	CELL FREQ	0	0	2	5	10	17
	% ROW	0.0	0.0	11.8	29.4	58.8	
	% COL	0.0	0.0	9.5	5.6	4.0	
	% TABLE	0.0	0.0	0.5	1.3	2.7	4.6
4	CELL FREQ	2	0	2	5	23	32
	% ROW	6.3	0.0	6.3	15.6	71.9	
	% COL	15.4	0.0	9.5	5.6	9.3	
	% TABLE	0.5	0.0	0.5	1.3	6.2	8.6
	TL COL FRQ	13	2	21	89	247	372
	% TABLE	3.49	0.54	5.65	23.92	66.40	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT - STATEMENT 10 I FEEL THAT MY CHILD IS GETTING READY TO LEARN MATH OR IS NOW LEARNING MATH.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	8	3	6	23	80	120
	% ROW	6.7	2.5	5.0	19.2	66.7	
	% COL	47.1	27.3	17.1	29.9	34.2	
	% TABLE	2.1	0.8	1.6	6.1	21.4	32.1
2	CELL FREQ	6	3	22	42	130	203
	% ROW	3.0	1.5	10.8	20.7	64.0	
	% COL	35.3	27.3	62.9	54.5	55.6	
	% TABLE	1.6	0.8	5.9	11.2	34.8	54.3
3	CELL FREQ	1	1	2	6	8	18
	% ROW	5.6	5.6	11.1	33.3	44.4	
	% COL	5.9	9.1	5.7	7.8	3.4	
	% TABLE	0.3	0.3	0.5	1.6	2.1	4.8
4	CELL FREQ	2	4	5	6	16	33
	% ROW	6.1	12.1	15.2	18.2	48.5	
	% COL	11.8	36.4	14.3	7.8	6.8	
	% TABLE	0.5	1.1	1.3	1.6	4.3	8.8
	TL COL FRQ	17	11	35	77	234	374
	% TABLE	4.55	2.94	9.36	20.59	62.57	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT - STATEMENT 11 I FEEL THAT SCHOOL IS HELPING MY CHILD DEVELOP A BETTER ATTITUDE TOWARD HIMSELF.

1 = DISAGREE 2 = TEND TO DISAGREE 3 = UNDECIDED 4 = TEND TO AGREE 5 = AGREE

		1	2	3	4	5	TOTALS
1	CELL FREQ	4	5	10	34	66	119
	% ROW	3.4	4.2	8.4	28.6	55.5	
	% COL	40.0	38.5	20.8	38.2	31.4	
	% TABLE	1.1	1.4	2.7	9.2	17.8	32.2
2	CELL FREQ	4	6	31	46	114	201
	% ROW	2.0	3.0	15.4	22.9	56.7	
	% COL	40.0	46.2	64.6	51.7	54.3	
	% TABLE	1.1	1.6	8.4	12.4	30.8	54.3
3	CELL FREQ	0	1	3	3	9	16
	% ROW	0.0	6.3	18.8	18.8	56.3	
	% COL	0.0	7.7	6.3	3.4	4.3	
	% TABLE	0.0	0.3	0.8	0.8	2.4	4.3
4	CELL FREQ	2	1	4	6	21	34
	% ROW	5.9	2.9	11.8	17.6	61.8	
	% COL	20.0	7.7	8.3	6.7	10.0	
	% TABLE	0.5	0.3	1.1	1.6	5.7	9.2
	TL COL FRQ	10	13	48	89	210	370
	% TABLE	2.70	3.51	12.97	24.05	56.76	

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ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT -- QUESTION 12 DID YOUR CHILD ATTEND THE SAME SCHOOL LAST YEAR (70-71)
1 = YES 2 = NO

		1	2	TOTALS
1	CELL FREQ	112	13	125
	% ROW	89.6	10.4	
	% COL	38.1	15.3	
	% TABLE	29.6	3.4	33.0
2	CELL FREQ	146	59	205
	% ROW	71.2	28.8	
	% COL	49.7	69.4	
	% TABLE	38.5	15.6	54.1
3	CELL FREQ	10	6	16
	% ROW	62.5	37.5	
	% COL	3.4	7.1	
	% TABLE	2.6	1.6	4.2
4	CELL FREQ	26	7	33
	% ROW	78.8	21.2	
	% COL	8.8	8.2	
	% TABLE	6.9	1.8	8.7
	TL COL FRQ	294	85	379
	% TABLE	77.57	22.43	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT -- QUESTION 13 DO YOU THINK YOUR CHILD IS BEING TAUGHT IN A GOOD WAY
1 = YES 2 = NO

		1	2	TOTALS
1	CELL FREQ	111	7	118
	% ROW	94.1	5.9	
	% COL	31.6	46.7	
	% TABLE	30.3	1.9	32.2
2	CELL FREQ	191	6	197
	% ROW	97.0	3.0	
	% COL	54.4	40.0	
	% TABLE	52.2	1.6	53.8
3	CELL FREQ	15	1	16
	% ROW	93.8	6.3	
	% COL	4.3	6.7	
	% TABLE	4.1	0.3	4.4
4	CELL FREQ	34	1	35
	% ROW	97.1	2.9	
	% COL	9.7	6.7	
	% TABLE	9.3	0.3	9.6
	TL COL FRQ	351	15	366
	% TABLE	95.90	4.10	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT -- QUESTION 14 I FEEL I UNDERSTAND THE PURPOSE OF MY CHILD'S SCHOOL PROGRAM.
1 = YES 2 = NO

		1	2	TOTALS
1	CELL FREQ	109	12	121
	% ROW	90.1	9.9	
	% COL	32.7	34.3	
	% TABLE	29.6	3.3	32.9
2	CELL FREQ	178	20	198
	% ROW	89.9	10.1	
	% COL	53.5	57.1	
	% TABLE	48.4	5.4	53.8
3	CELL FREQ	16	0	16
	% ROW	100.0	0.0	
	% COL	4.8	0.0	
	% TABLE	4.3	0.0	4.3
4	CELL FREQ	30	3	33
	% ROW	90.9	9.1	
	% COL	9.0	8.6	
	% TABLE	8.2	0.8	9.0
	TL COL FRQ	333	35	368
	% TABLE	90.49	9.51	

ROWS REPRESENT -- PARENT GROUPINGS 1 = LOW IMPLE. ENGLISH 2 = HIGH IMPLE. ENGLISH
3 = LOW IMPLE. SPANISH 4 = HIGH IMPLE. SPANISH

COLUMNS REPRESENT -- QUESTION 15 WOULD YOU LIKE TO KNOW MORE ABOUT YOUR CHILD'S SCHOOL PROGRAM
1 = YES 2 = NO

		1	2	TOTALS
1	CELL FREQ	102	18	120
	% ROW	85.0	15.0	
	% COL	30.4	46.2	
	% TABLE	27.3	4.8	32.1
2	CELL FREQ	182	20	202
	% ROW	90.1	9.9	
	% COL	54.3	51.3	
	% TABLE	48.7	5.3	54.0
3	CELL FREQ	16	0	16
	% ROW	100.0	0.0	
	% COL	4.8	0.0	
	% TABLE	4.3	0.0	4.3
4	CELL FREQ	35	1	36
	% ROW	97.2	2.8	
	% COL	10.4	2.6	
	% TABLE	9.4	0.3	9.6
	TL COL FRQ	335	39	374
	% TABLE	89.57	10.43	

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Appendix I

HARTFORD FOLLOW THROUGH VIDEO TAPE OBSERVATIONS

(Higher Implementation Classrooms)

OBSERVABLE BEHAVIORS	INTERACTION SITUATIONS			
	Alone, No Interaction;	With Peer(s), No Adult;	With Adult, One-to-One;	With Adult-Peer Group;
Waiting	2	0	0	0
Reciting or Demonstrating	1	0	0	1
Conversing	4	6	5	0
Being Disruptive	0	0	0	0
Using Manipulative Materials	19	2	0	0
Watching	9	0	0	0
Painting or Drawing	5	0	0	0
Reading a Book	5	0	0	0
Selecting or Replacing Materials	1	0	0	0
Moving From One Area to Another	5	0	0	0
Undefined	12	1	0	0
Writing	14	0	0	0
Being Disturbed by Others	0	1	0	0
Staring at the Camera	5	0	0	0

Appendix I

HARTFORD FOLLOW THROUGH VIDEO TAPE OBSERVATIONS

(Lower Implementation Classrooms)

OBSERVABLE BEHAVIORS	INTERACTION SITUATIONS			
	Alone, No Interaction;	With Peer(s), No Adult;	With Adult, One-to-One;	With Adult-Peer Group;
Waiting	1	1	0	0
Reciting or Demonstrating	0	0	0	1
Conversing	2	9	2	1
Being Disruptive	0	1	0	0
Using Manipulative Materials	13	1	0	0
Watching	11	1	0	0
Painting or Drawing	5	0	0	0
Reading a Book	6	0	0	0
Selecting or Replacing Materials	1	0	0	0
Moving From One Area to Another	5	0	0	0
Undefined	11	2	0	0
Writing	13	1	0	0
Being Disturbed by Others	0	3	0	0
Staring at the Camera	4	0	0	0

Appendix I

HARTFORD FOLLOW THROUGH VIDEO TAPE OBSERVATIONS

TOTAL SAMPLE

OBSERVABLE BEHAVIORS	INTERACTION SITUATIONS			
	Alone, No Interaction;	With Peer(s), No Adult;	With Adult, One-to-One;	With Adult-Peer Group;
Waiting	2	0	0	0
Reciting or Demonstrating	1	0	0	1
Conversing	3	7	4	1
Being Disruptive	0	0	0	0
Using Manipulative Materials	16	2	0	0
Watching	10	0	0	0
Painting or Drawing	5	0	0	0
Reading a Book	5	0	0	0
Selecting or Replacing Materials	1	0	0	0
Moving From One Area to Another	5	0	0	0
Undefined	11	1	0	0
Writing	14	0	0	0
Being Disturbed by Others	0	1	0	0
Staring at the Camera	4	0	0	0

Appendix J

HARTFORD FOLLOW THROUGH OBJECTIVES

With a proposal for an invitational, responsive environment for children and teachers it appears appropriate to conclude with a listing of several of the behavioral changes that can be expected to occur in children and teachers in such an environment.

A child can be expected to:

---move freely and with ease and responsibility from activity to activity.

---be free to experience the world around him in his own way.

---direct his own activity and to work with materials and people in a way which he feel best fulfills his needs.

---measure his own success by drawing upon his knowledge and making use of skills already learned when the need arises.

---experience freedom to the extent that it does not interfere with the freedoms and the rights of others.

---respect the environment and the materials in that environment.

---develop a more positive feeling about himself and his abilities.

---acquire realistic insights in relating "school" to home and to his culture.

---learn in a variety of ways and in a way that may be unique to him.

---learn from other children and while helping other children.

---have options open to him and to make decisions wisely.

---acquire those basic skills necessary for a creative existence.

---appreciate the value of "work" and the joy of commitment.

---develop positive attitudes about school and learning and life.

---be, above all, a child and make mistakes and make errors in judgment and to know that these too can be an essence of growth.

A teacher can be expected to:

--- observe a child and children from the vantage point of new insights, respect and skills.

--- acquire new meaning and direction and dimension in his role as "teacher".

--- measure his success by those of the children with whom he is working.

--- develop a more positive feeling about himself and his abilities.

--- experience the joy of working with individual children while meeting the needs of the total group.

--- lead the child to learning and withdraw while he (the child) sets about the task of learning.

--- be exhausted but fulfilled at the end of a day that is never dull and never routine but one that is filled with the exhilaration of accomplishment and the knowledge that "there is another way".